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ABSTRACT

This resource book for local government officials, teachers, and civic leaders is designed to aid in the production of materials and the establishment of programs to educate young people about the role local government plays in their lives. Practical guidelines outline the steps that need to be taken to initiate a successful program, including contacting schools, writing program objectives, and deciding on methods of involvement. The book's nine chapters concern: (1) local government education and the schools; (2) planning your involvement; (3) a day as a guest speaker; (4) lesson plans for teaching local government; (5) youth in government programs; (6) introducing students to local government; (7) designing and adapting courses and curricula; (8) developing materials for classroom use; and (9) resources. An appendix includes a local government quiz and budget simulations for elementary and high school students. (DB)

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Investing in Our Future:

A Handbook for Teaching Local Government

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Investing in Our Future:

A Handbook for Teaching Local Government

This handbook was developed by Lydia D. Bjornlund, Citizenship Education Coordinator, ICMA.

The International City Management Association is the professional and educational association for appointed administrators serving in cities, counties, regional councils, and local governments. Founded in 1914, ICMA offers a wide variety of programs designed to improve the professional competence of local government administrators.

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Foreword

The challenges facing public servants at all levels of government are made more difficult if the public is apathetic or ill informed. Local government administrators are well aware that administrative and management skills do not guarantee the vitality of a local government. A democratic government is inherently dependent on the awareness of citizens and the interest they have in participating in their government. To ensure the survival of democratic ideals, a population living in a democracy must understand the precepts and tenets of their government. Believing that government is only as vital as its citizens, in 1987, ICMA and the National Civic League conducted a symposium on curricula that teach students about local government. Symposium participants concluded that there is a great need for materials and programs designed to teach local government concepts. The lack of materials on local government is particularly disconcerting because this level of government has the greatest impact on the quality of life of Americans.

To facilitate local government education and invest in our future as local government administrators, ICMA has published *Investing in Our Future.* This handbook provides clear and succinct guidelines for producing materials and setting up programs that will meet the needs of the local community. Practical guidelines outline the steps that need to be taken to initiate a successful program, including contacting schools, writing program objectives, and deciding on methods of involvement. A brief discussion of educational methodology and lessons on local government allow those who are not professional educators to develop effective classroom presentations. *Investing in Our Future* discusses a variety of program possibilities and highlights successful programs that have been implemented to teach students about the role local government plays in their daily lives and in their communities. ICMA hopes this resource offers local government officials, teachers, and civic leaders a mechanism to teach students about local government and the roles and responsibilities of citizenship.

ICMA wishes to thank the many individuals, schools, and communities that have contributed to this volume and the local government and education professionals who reviewed the manuscript. We are grateful to ICMA's Assistants Steering Committee, which first conceived of this project, for their continued guidance and support.

William H Hansell Jr

William Hansell, Jr.
Executive Director
ICMA

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Introduction

The Need for Citizenship Education

In order that men may be prepared for self-government their apprenticeship must commence in childhood. The great moral attribute of self-government cannot be born and matured in a day; and if school children are not trained to it, we only prepare ourselves for disappointment.—Horace Mann, 1860

The public's lack of knowledge about political affairs and processes is well documented. Newspaper articles, entitled "Test Suggests Students Lack Grasp of Civics" and "Young America's Civic Failings," cite study after study that conclude that our population is ill-prepared to make informed decisions about issues of governance. In a national poll conducted in the spring of 1989, only 25 percent of adults were able to correctly identify their state's two U.S. Senators, and only 75 percent could name Dan Quayle as Vice President.[1] Research indicates that citizens know even less about local government.[2]

From Dayton, Ohio's first annual report under City Manager government 1915:
The City Manager and the School Children — The City Manager has long realized that, if the Commission Manager form of government is the ideal success it ought to be, the citizenship of Dayton must understand its government. In the study of civil government in the public schools, there has been compiled a history of Dayton which is to be a standard text book in the Dayton Public Schools in matters of local history. In order to acquaint the rising generation with the plans, purposes and ideals and the results to be achieved for the people of Dayton under the present form of government, however, the City Manager has taken the position that not only should the adult citizen be educated, but school children should be thoroughly acquainted with all the essentials of Civic Management. To that end, he has given quite a few talks during the past year before various grades in the public school, and during the year 1916 intend to offer a cash prize to the school child writing the best essay on the achievements of the Commission Manager form of government.

Polls also indicate that a very small proportion of students consider commitment to civic affairs to be important. In a recent survey conducted by Peter Hart Research Associates, high school students were asked about goals that are important to them. Seventy-two percent responded "being successful in job or career" while only 24 percent selected "being involved in helping the community be a better place." Three out of five students polled are not involved in

any form of community service, and only a third said they could foresee a time when they might join the military or volunteer in a political campaign. Further results indicate that these students perceived good citizenship as not harming others, rather than being active participants in their communities. When asked how they

Figure 0.1 & 0.2:
Statistics from the Longitudinal Study of American Youth, 1984

Political Participation

	Grades 7th	Grades 10th
Have you ever: (past)		
1) done volunteer work in a political campaign?	6	6
By the time I am 40, I will: (future)		
1) be a regular voter in local and national elections	56	63
2) have been a candidate for office	4	3
3) be a leader in my community	12	13

*Figures are percentages.

High School Students' Commitment to Civic Values*

	Be a Leader in My Community		Work to Correct Social & Economic Wrongs		Keep up to Date with Political-Social Issues	
	Very Important	Not Important	Very Important	Not Important	Very Important	Not Important
7th Grade:	13	43	27	19	24	23
10th Grade:	11	44	19	25	19	25

*Figures are percentages. They do not add to 100% because "somewhat important" is not included in the table.

would describe a good citizen, 43 percent mentioned being generous and caring, and 33 percent said law-abiding. Only 12 percent indicated that voting or other forms of political involvement were aspects of good citizenship.[3]

It is clear that America's communities must band together to teach good citizenship, including the rights, responsibilities, and commitments that our way of life requires. In a world becoming increasing complex, our young people are not acquiring the knowledge and attitudes necessary for a self-governing populace. The most appropriate forum for citizenship education is our schools. But schools are unable to fulfill this crucial task alone. We thus call on you, your coworkers, and your staff to join teachers in the struggle to inform and motivate the next generation of Americans.

What does your government have to offer students? How can you teach active citizenship where schools have failed? By offering your expertise to teachers and posing your community as a laboratory, your government — whether large or small, urban or rural — has much to offer the next generation.

In the early twentieth century, educator John Dewey popularized "learning by doing" — emphasizing the importance of actively engaging students in their learning process. Learning theorist Jean

Piaget's lifelong work indicates that young children lack the capacity for abstract thought and need concrete experiences to help them learn. Field trips to city hall, the county court house, statues of civic leaders, and historic sites bring the community to life for young children. It may be particularly insightful to young students to highlight the helpful behavior of neighborhood citizens by issuing "good citizenship" awards.

Educational theorists cite "higher-order" thinking skills—the skills of application, evaluation, and synthesis—as being essential building blocks for learning. Polls of student opinion indicate that students are engaged by activities that allow them to communicate, debate, and discuss issues—particularly when they feel that they have an audience interested in their opinions.

> *When asked to describe what sparked their interest and effort in ... classes, students most often mentioned interest in the subject matter, usually because of its relevance to understanding contemporary affairs and learning something new. Learning about main ideas, values and people's experiences were all mentioned as engaging more often than learning discrete facts about institutions. Engaging classes were distinguished by the opportunity for students to participate in discussions, to develop their ideas and to work with information, rather than just listen to the teacher. Writing tasks ... were frequently mentioned as engaging, especially when students had to take a position on an issue and defend it.*[4]

Programs such as mock council meetings, particularly those that require students to research real problems and report findings to the town council, are effective learning tools.

Increasing Awareness of Local Government

You are already involved in teaching students about local government and citizenship. The activities of your government are related in your local newspaper. You and your staff serve as role models. Further involvement in educating young people can be as minimal as flying the city flag on school property or sending teachers information your government already generates. You may, however, wish to take an additional, active role in teaching students about how local government works and the role that it plays in their lives.

There are a myriad of ways that you can help students learn about local government. The following list, by no means exhaustive, is meant to help you think about the type of involvement that you want to pursue:

Sponsor student activities.

You may want to sponsor one or more of the following activities:

- Photo or poster contest on a local issue
- Poetry or essay contest
- Citizenship competition for individuals or groups of students
- Mock local government competitions between schools
- Community heritage or community pride displays at city hall, the county courthouse, or another public building

- Student "Citizen(s) of the Year (or Month)"
- Local government fair in which students prepare projects about their community.

Participants and competition winners might receive a certificate, a prize, or a small scholarship for college.

Provide information to schools, teachers, students.

Your government already produces materials that teachers may find useful, and students may find interesting. Send schools:

- Materials published by ICMA or state associations on the council-manager plan
- Your organizational chart
- Schedule of council meetings
- Copy of the budget
- Promotional literature
- Council minutes
- Recent map
- Copy of zoning ordinances
- Planning department's reports on anticipated changes in the community
- Information on crime, arrests, convictions, inmates, recidivism, and crime prevention
- Information on how the government conducts analyses of water quality, toxic waste, etc.
- Information on welfare recipients
- Information about your community's fire protection program
- Videotape of council meetings or the schedule of when these meetings will be shown on local cable stations.

Develop materials.

Encourage your staff to develop curriculum materials or adapt materials for your locality. Materials can include:

- Activity or coloring books with puzzles and games
- Monthly or bi-weekly city/school newsletter with city news on one side and school news on the other
- Monthly calendar displaying photos of your government in action and highlighting historical dates in the community
- Slide show of your community and how it has changed
- Videotape of your community or forms of local government.

Establish community programs.

The following activities can be conducted for all students in the community:

- "Youth in Government" Day or Week
- Cross-community treasure hunt or rally with checkpoints at

civic locations where students can get information about the site or function

- "Adopt-a-school" program: each department adopts a different school or grade level and provides information, tours, and guest lecturers
- Program involving students in educating the public about community problems; may include a poster campaign to encourage recycling or a voter registration drive
- Youth council to study issues involving young people and make recommendations to the city council
- Program of student interns working in the government for a semester or summer.

Establish school programs.

The following activities can be conducted for students in a particular school:

- A regular council meeting at the high school; hold the meeting during or after school hours; encourage classes to attend
- Civic affairs club to conduct civic projects and organize student volunteers
- Civics section in the school library, including copies of the city's charter, the state constitution, and official notices
- Local government career day at school or administration buildings.

How to Use This Handbook

This resource book is intended to help you educate young people about the role local government plays in their lives. Chapters One and Two outline basic guidelines for establishing a cooperative program with schools. Chapters Three and Four offer suggestions for speaking to a group of students. The lesson plans in Chapter Four may also be of interest to teachers. Chapters Five through Eight give instructions for setting up specific types of programs and offer examples of existing programs and contact persons. Finally, the resources in Chapter Nine include organizations involved in citizenship education, teacher's guides and articles that suggest additional ways to teach local government, texts and books for teachers and students, games and computer programs for use in the classroom, and a few articles on the theoretical framework for citizenship education.

Notes:

1. Michael R. Kagay. "Public's Knowledge of Civics Rises Only a Bit," *New York Times*, May 28, 1989.
2. Lee Anderson, et al., *The Civics Report Card*. The National Assessment of Educational Progress, Office of Educational Research and Improvement, U.S. Department of Education, 1990.
3. Peter Hart Research Associates. *Democracy's Next Generation: A Study of Youth and Teachers*, 1989. A survey conducted for People for the American Way.
4. Fred M. Newmann. "Student Engagement in Social Studies and Citizenship." Paper prepared at the National Center on Effective Secondary Schools, School of Education, University of Wisconsin-Madison. Presented at the annual meeting of the National Council for the Social Studies, Orlando, Florida, November 20, 1988.

Chapter One

Local Government Education and the Schools

We are all aware of the frustrations of dealing with a poorly educated citizenry. Citizen complaints are made to the wrong departments. Public officials at one level of government are blamed for policies enacted at another. Citizens vote down government proposals in referenda because they do not adequately understand the proposed actions or the alternatives. Newly elected officials have unrealistic expectations upon taking office. And, all too often, citizens are shaken from their apathy only when there is a problem that directly affects them.

Obstacles to Teaching about Local Government

The fact that citizens know little about local government is not surprising, given the scant attention paid to the subject in our schools. Few adults remember studying local government in school. Informal studies undertaken by ICMA and by other interested parties have found that the textbooks most often used in high school government classes devote less than three percent of the text to a discussion of all forms of local government. Furthermore, the study of local government plays a minor role, if any, in college and university political science courses.

To compound the problem, many high school students never take a course in government. In a study published in 1987, half of the seventeen-year-olds surveyed responded that they had never taken "a course in either civics or government." Of those students who had taken civics, almost a quarter had taken a one-year course and one-sixth had taken a half-year course.[1]

Studies of teachers and school systems indicate that educators face three major obstacles to teaching local government. First, teachers themselves know too little about local government to feel that they can teach this subject matter well. Having gone through an educational system that places little emphasis on local government, teachers only know what they have learned as a result of their own initiative. Second, educators repeatedly cite a lack of good materials to use in the study of local government. Textbook companies write texts that will appeal to a national audience, and few communities have constituencies large enough to entice publishers to produce materials that cater to a local audience. Third, local government is not perceived to be an educational priority. Knowledge of local government is rarely included in state exams or state curriculum guidelines.

Helping Teachers in Their Task

What can you do to help remove these obstacles to teaching about local government? Consider the following suggestions:

Problem:
Teachers lack training and knowledge about local government.

Solutions:

1. Speak in teacher education programs. You may want to team up with a professor of education to find ways to implement your ideas. Beginning teachers are particularly open to new ideas and willing to experiment with new methods. And all teachers are constantly on the lookout for good materials and techniques.
2. Hold breakfast meetings for school personnel. This is an excellent way to keep teachers abreast of local issues and to establish and maintain relationships with school personnel.
3. Encourage teachers to attend council meetings. Teachers may feel more comfortable bringing students to such meetings having attended themselves. Don't assume that teachers already know the time and place of meetings. Send a personal invitation or have somebody from your office give them a call.
4. Put teachers or schools on your mailing list to inform them of upcoming meetings and events.
5. Establish a teacher internship program. Teachers can be enlisted for the summer months to work on a project for the community and to learn about local government. Assign the intern to a project that teachers are uniquely qualified to coordinate, or rotate the intern among departments in order to introduce many aspects of government. Encourage the intern to conduct

Figure 1.1: 1990 Schedule, Local Government Seminar for Teachers, University of Georgia

Wednesday, February 21

5:00 – 6:00	Registration and Check-in to Georgia Center for Continuing Education
6:30 – 8:00	Welcome Dinner Speaker: "Local Government: Do You Know What It Means in Our Lives?"
8:00 – 9:30	Video and Discussion

Thursday, February 22

9:00 – 10:30	"A Teacher's Introduction to Local Government"
10:45 – 11:45	"The Big Issues Facing Local Governments Today"
12:00 – 1:00	Group Luncheon
1:00 – 1:45	"Fire Services and Public Safety"
1:45 – 2:30	"County Record Keeping: The Community Memory Bank"
3:00 – 5:30	Tour of Athens City Water Facility
6:00 – 7:00	Dinner
7:00 – 9:00	Teacher Exchange: Planning A Local Government Workshop

Friday, February 23

9:00 – 10:15	"Paying the Bill for Local Services"
10:30 – 11:40	"Land Use Planning: The Quality of Life in Georgia"
12:00 – 1:00	Group Luncheon
1:00 – 2:00	"Human Services: Health and Welfare"
2:00 – 3:00	"Police Services and Public Safety"
3:15 – 5:00	"Sim City" Simulation
6:30 – 8:30	Reception and Dinner

Saturday, February 24

9:00 – 10:00	"Teaching Local Government: Activities and Materials"
10:00 – 10:30	Brunch
10:30 – 11:30	"City-County Cooperation and the Future"

workshops or lead discussions to educate fellow teachers about local government.

6. Alert schools about teacher training programs on local government. The Carl Vinson Institute at the University of Georgia holds an annual seminar on local government for Georgia teachers. This program, sponsored by the Georgia City-County Management Association, the Association of County Commissioners of Georgia, the Georgia Municipal Association, and The University of Georgia, gives secondary school teachers the opportunity to meet with local government personnel, to tour facilities, and explore ways to introduce local government issues into in their classrooms. Local government is sometimes a component in Taft Seminars, which are two-week courses on government offered to teachers at sites nationwide. The Missouri Bar Advisory Committee on Citizenship Education offers a one-day conference for educators. Offer to participate in the workshops, seminars, or programs on government for teachers in your state.

Problem:
Teachers lack good curriculum materials on local government.

Solutions:

1. Develop materials that are specific to your state or community. Writing new materials on local government or collating those already written can be included in the responsibilities of a teacher hired as a summer intern.
2. Send a bibliography of curriculum guides and texts on local government to schools. Use the bibliography that begins on page 99 as a beginning. Add age-appropriate materials on your local library, state and local history and government, careers in local government, and other related topics.
3. Suggest that teachers look through local newspapers for stories about local issues and relate them to government. Many teachers will be surprised by how many articles can be used to study local government. Your local newspaper, particularly if it has a "Newspapers in Education" program, may be willing to publish weekly lessons, quizzes, or exercises on local government for students.
4. Make sure that school personnel have the information that your local government publishes. Your government's newsletter, budget, organizational chart, and brochures can all be used to teach about local government, but teachers may not know that this information is available.

Problem:
Local government is not an educational priority and is not a subject included in state proficiency tests or curriculum requirements.

Solutions:

1. Work to change this. Several states have recently taken steps to improve civic education in our schools. As a result of continued pressure from a few concerned citizens, the state of Missouri

has recently passed a law requiring that information about local government be taught. A few questions on local government have been added to required exams in California. And the state of New York recently mandated that high school seniors take a "Participation in Government" course.

2. Show schools and teachers how to include facts about local government in the subjects that they are already teaching. Suggest that teachers use their local governments as models to study the process of government and to draw comparisons between local and national government. In addition to social studies, aspects of local government can be introduced in the course of teaching the following subjects:

   - **Art:** Sponsor a contest for students to design a new logo or flag for your government. Or have students build a model city from milk cartons, complete with residential areas, parks, roads, and other components of the infrastructure. Display winning entries in administration buildings.
   - **English:** Sponsor a poetry or essay contest. Publish the names of winners in your local newspaper. A course in which students publish stories on the issues they feel are important can teach students about local activities and how the community functions, as well as the skills involved in writing.
   - **Math:** Introduce math problems with real applications. The budget can be used to teach percentages, to introduce pie graphs, and as a basis for word problems. Word problems using examples from the community can teach everything from simple addition, to complex division, to geometry. Figure 1.2 demonstrates one way math exercises have been used to teach local government.
   - **Science:** Offer the expertise of your staff to discuss toxic waste, methane gas in land fills, or water quality with students in chemistry classes. Invite students to visit the waste treatment plant and discuss how water is tested.

A myriad of ways exists to teach about local government in all subjects at all levels of education. Use your imagination—and encourage students to use theirs.

Creating a Relationship with Schools

Many managers report that schools have rebuffed their overtures to help teach about local government. For many school principals, involving outside agencies or individuals in planning and problem-solving is thought to invite conflict. Teachers react negatively to any suggestion of adding to their curricula—they have too much to teach already. Try to determine the specific reasons that school personnel resist your program. Is it too time-consuming? Too expensive? How can you adapt the program to allay their fears and meet their needs?

Ideally, you want to enlist the help and enthusiasm of personnel at all levels of the school strata: the school superintendent, the school board, the principal, department heads, teachers, parents, and students. The school superintendent is most likely to be able to establish district-wide programs and may be able to put you in

Figure 1.2:
Page from workbook,
I Am A City,
city of Virginia Beach,
Virginia

MESSAGE FROM THE MAYOR PUZZLE

Use the numbered alphabet to "decode" this message from the Mayor. Work the math problems. Match the number answer to the letter of the alphabet it represents and put that letter on the blank line.

1. 4 - 2 = _____ = _____
2. 10 - 5 = _____ = _____
3. 27 - 26 = _____ = _____
4. 10 - 3 = _____ = _____
5. 10 + 5 = _____ = _____
6. 30 - 15 = _____ = _____
7. 2 x 2 = _____ = _____
8. 2 + 1 = _____ = _____
9. 3 x 3 = _____ = _____
10. 4 x 5 = _____ = _____
11. 27 - 3 = _____ = _____
12. 98 - 72 = _____ = _____
13. 25 - 20 = _____ = _____
14. 2 x 7 = _____ = _____

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

contact with several schools in the district. The school principal can promote the program and facilitate leave for the staff members and students involved in the program. The importance of actively involving teachers and parents cannot be overemphasized as they are the most likely individuals to get students involved.

You may not be able to generate enthusiasm at all levels of administration, but be persistent. If the social studies chairperson doesn't jump at your idea, you might spark the interest of an individual teacher willing to work with his or her colleagues to make the program a success. Many effective programs are initiated by one interested teacher.

Forums for Partnerships

There are many circumstances in which establishing partnerships is beneficial to both local government and the school system. Many communities have enlisted the help of schools in focusing on issues such as child care, recreation, and literacy. City-sponsored "911," crime-prevention, fire-prevention, and school clean-up programs provide cities with opportunities to establish working relationships with schools. In addition to performing a valuable function in their own right, such programs also introduce teachers and students to government services and personnel.

In addition to these programs, many school systems have adopted programs to foster citizen participation in community affairs. Detroit, for example, requires 200 hours of community service for high school graduation; Atlanta requires 75 hours. The goal of the SerVermont program, endorsed by Vermont's governor, commissioner of education, and state board of education, is to make community service part of every high school in the state.

Program directors report that service programs give participants a sense of responsibility to society and help many students to identify career goals. Success rates indicate that these programs are particularly effective in helping troubled students in danger of dropping out to become involved in their education. In addition to boosting self-esteem and teaching the importance of involvement, service programs provide a forum for community and school cooperation.[2]

A number of communities and schools have discovered the benefits of sharing the cost of personnel and facilities. Libraries, playgrounds, and swimming pools have been built and maintained with funds from both sources. Cities often use elementary schools as sites for after-school child-care centers and high schools for adult activities. Local governments have also found that placing personnel—social workers, employment counselors, and health professionals—in schools helps at-risk students.[3] A few innovative partnerships follow:

- The city of Phoenix employs a full-time staff person to act as a liaison with the public schools.
- A public school teacher is assigned on a full-time basis to conduct classes in Moccasin Lake Park in Clearwater, Florida. This joint relationship fosters environmental awareness among students and provides an ideal setting for classes.
- The city of Eloy, Arizona, offers stolen, unclaimed bicycles as a scholastic incentive to elementary students having difficulty in school.
- The borough of Ambler, Pennsylvania, hired a teacher for a six-week internship. The borough and the school district shared the cost.
- In Clearwater, Florida, the Public Works Department and a local vocational institute have created a partnership whereby student mechanics get hands-on experience fixing the city's diesel generators and engines that need repair. The school charges the city only for the cost of material.
- Students in shop classes at Whitcomb High School in Bethel, Vermont, donated "Welcome to Bethel" signs to the town.
- In Catawba County, North Carolina, County Manager Tom Lundy and a committee of high school art teachers designed a

mosaic mural of major landmarks and county services for the lobby of the county's new administrative office building. Students are responsible for laying the tiles.

- Students in a number of locations, including Flint, Michigan, and Austin, Texas, participate as members of a school-community advisory committee.

Formal partnerships among schools, businesses, and the community have been formed in a number of cities, including Boston, Phoenix, and San Antonio. These partnerships reflect a national trend toward building bridges between workplaces, the community, and schools.

Posing the Community as a Resource

School leaders often react negatively to cooperative proposals because they view them as an attempt to coerce public schools into offering expanded services to the community. Your proposal to help students learn about local government may be more likely to succeed if it is clear that the community is a resource for teachers. Encourage teachers to think of the community as a laboratory—a place where students can practice what they learn in the classroom. Some suggestions:

- **Offer city hall as a site for school affairs or for displays.** Administration buildings can be used as a site to display winning entries of an essay, photo, or poster contest, or for citizenship competitions or mock council meetings.
- **Offer local government personnel as speakers.** Send a list of possible speakers and topics to schools in your area. (See Chapter Six for suggestions about how to set up a speakers bureau.)
- **Invite classes to visit facilities.** Provide teachers with a list of possible field trip locations. Let teachers know the most appropriate time to visit to avoid having to entertain a group of students when the government is not in full operation. Publish guidelines of what classes can expect on their visits. (See Chapter Six for suggestions about how to organize effective tours.)
- **Offer city and county facilities to students wishing to report on community issues.** Encourage student reporters to attend council meetings and functions sponsored by your government. Offer information or equipment to the school newspaper, student government, or service clubs. Identify local governments as a source of information for reports on government or current issues.
- **Provide teachers with materials produced by your government.** Put the school library or interested teachers on a mailing list to regularly receive council minutes, the annual budget, or news releases.

Involving All Sectors of the Community

Take advantage of the many groups in your community that may be interested in your proposed program. Request help from the following:

- **Retired personnel:** Retired administrators, department heads, and elected officials are excellent resources for citizenship education programs.
- **Newspapers:** Local newspapers are often interested in events involving school/community cooperation. Student participants and the community benefit from publicity. Many newspapers also have "Newspapers in Education" programs that may be interested in exploring a cooperative project on local government.
- **Television:** Communities have used their public access stations to televise roundtable discussions among students, teachers, and public officials on local affairs. Kalamazoo, Michigan, for example, offers a "Talk with the City" forum. In many communities, the local access channel is in the school system and staffed by students. Students in Freehold Township, New Jersey, for example, research, write, and produce citizen awareness programs.
- **Radio:** Local radio stations can serve as a forum for students to discuss local issues and to publicize and report on school/community events.
- **Youth groups:** Boy or Girl Scouts, the 4-H Club, and other youth groups may be interested in participating in your program. Or they may have programs in which a local government component is appropriate.
- **Local PTA, service clubs, historical society.** Community groups can help you publicize your program by putting notices in newsletters or bulletin boards. They also may be interested in contributing staff time and expertise. Many other organizations exist that you may wish to involve. What are organizations doing to promote local government education and citizenship in your community?

Notes:

1. Chester Finn & Diane Ravitch, study conducted by the National Assessment of Educational Progress, reported by Edward B. Fiske, "With Old Values and New Titles, Civics Courses Make a Comeback," *New York Times*, June 2, 1987.
2. For information about how to establish a service program, contact the National Society for Internships and Experiential Education, 3509 Haworth Drive, Suite 207, Raleigh, N.C. 27609, (919) 787-3263. NSIEE assists organizations across the country that offer (or want to offer) community service-learning or other forms of experiential education.
3. For more information, contact Cities in Schools, Inc., 1023 15th Street, N.W., Suite 600, Washington, D.C., 20005, (202) 861-0230. Cities in Schools brings together local government, school officials, and private business to form a support system for students at risk of dropping out of school. Social workers, employment counselors, recreation coaches, educators, health professionals, and volunteers are brought together at the program site, usually by repositioning their home agencies, to form a support system for at-risk students.

Chapter Two

Planning Your Involvement

In order to design a program about local government, you will need to take the following four steps:

- Determine your target audience.
- Establish goals and objectives.
- Determine what type of program will meet your goals and objectives and address the needs of the school.
- Design techniques to evaluate your program.

Determining Your Audience

Researchers disagree about the most effective age at which to develop participatory skills and attitudes. Some argue that citizenship education efforts should be directed toward elementary schools because it is crucial to instill a sense of civic pride and responsibility in very young students. Others argue that high school students are in dire need of information about how government operates because they soon will be paying taxes, voting, and participating in the politics of the community. Still other educators argue that the most important period for political learning is between the ages of nine and thirteen. They caution that very young students do not have adequate learning skills to develop necessary political attitudes, whereas older students have already gained the basic perceptions, orientations, and commitments that will decide their political inclinations—including whether they will be involved or interested in civic affairs.[1]

Ideally, students should learn about local government throughout their social studies program. A third-grade study of the community, often taught as part of an "expanding environments" sequence, is an appropriate way to introduce local government to young people. Students can learn more about how the government functions and its relationship to the state government in a course on state history or culture, which is typically offered to the intermediate grades. In many high schools, ninth graders take civics, and seniors take American government. Both of these courses can expand upon what students have learned about local government in the lower grades.

In order to determine where to focus your energies, you will need to familiarize yourself with the process of curriculum development and textbook adoption in your community. In most areas, states mandate what should be taught in each subject area at each grade level. Figure 2-1 illustrates a typical scope and sequence for a twelve-grade social studies program.

Figure 2.1:
Scope and Sequence for Social Studies, Colorado

Kindergarten	Me
Grade 1	Self/Family
Grade 2	Neighborhood
Grade 3	Community
Grade 4	Colorado History (and American History)
Grade 5	American Nation
Grade 6	World Cultures/World Studies
Grade 7	Geography
Grade 8	American History
Grade 9	Civics, American History
Grade 10	World History
Grade 11	American History
Grade 12	Electives

The best source of information about state curriculum guidelines is your state's department of education. Local jurisdictions and individual schools typically produce curriculum guidelines as well. The school superintendent or social studies department chairperson should be able to provide this information for your community.

Many programs have been designed to meet a specific need or to complement the curriculum already in place. J. Parker Williams geared Alhambra, California's S.P.E.A.K. program toward third and eighth grades because students are introduced to government at these grade levels. Since students at the fifth-grade level were already in contact with city staff through the Drug Abuse Resistance Education (D.A.R.E.) program[2], and at the high school level through "Youth in Government" activities, the two additional grades helped create an ongoing learning experience about local government in Alhambra's public schools. (See Chapter Six for a description of S.P.E.A.K.) Similarly, Jon Ruiz wrote *A Journey Into Local Government* after a series of discussions with the school superintendent in Fort Collins, Colorado, revealed that too few materials on local government were available to adequately teach this subject in the required ninth-grade civics class. The superintendent offered specific objectives for Ruiz to meet in writing the text. (See Chapter Eight for a description of *A Journey Into Local Government*.)

Establishing Goals and Objectives

In order to sell your program to school personnel, you will need to show how it fits into their curriculum and enhances the lessons they have planned. Make up a list of goals and objectives, and outline how you are prepared to meet them. List the facilities and personnel needed from the government and from the schools and the amount of time and input you anticipate needing from teachers. Such guidelines should be flexible enough to allow for input from school personnel, yet highlight what you plan to accomplish, how you plan to proceed, and what help you expect from educators.

The goal of your program should be conveyed in an overall statement of why you are proposing the program. Examples of such goals are:

- to instill a sense of civic pride in young people;
- to introduce students to county government;
- to provide teachers with resources for teaching about local government.

Figure 2.2: Goals and objectives of a three week course on local government, city of Sturgis, Michigan

Goals:

- To understand the basic services and concern of Sturgis.
- To make the student aware of industrial development in Sturgis.
- To be aware of the problem-solving procedure utilized in Sturgis government.

Objectives:

- To develop relevant questions on services in Sturgis.
- To recognize the various positions taken by city officials and describe their reasons.
- To recognize the basic areas of future development in Sturgis.
- To list and describe the basic reasons for industrial expansion and development in Sturgis.
- To develop an in-depth personal opinion relating to three specific programs to be presented by the city manager.
- To participate effectively during a city commission simulation relating to three specific programs being considered by Sturgis city officials.

Objectives will be expressed in more specific statements that predict how students will benefit from your program. You may want to include the following types of objectives:

Knowledge: What specific information will students know as a result of completing the unit of study? Examples:

- Students will be able to list services provided by the county.
- Students will know how to contact emergency personnel.
- Students will know which departments are responsible for various problems.

Skills: What skills will be taught, practiced, or reinforced? Examples:

- Students will learn how to read an organizational chart.
- Students will gain experience debating issues.
- Students will understand procedures for making their opinions and concerns known to local government.

Type III: Often called behavioral objectives, Type III objectives are to change or encourage certain attitudes and behaviors. Perhaps because Type III objectives are nearly impossible to measure quantitatively, they are the least common type of objectives used by teachers. They may, however, help you think through a rationale for your program. Examples:

- Students will gain a sense of appreciation for local government.

- Students will increase their feelings of self-confidence and self-worth.

Establishing objectives early and referring to them throughout the planning process should help you decide among competing priorities and determine appropriate activities and evaluation strategies.

Choosing a Strategy

Once you have made the commitment to teach about local government you must decide how you will do so. Consider which activities listed on pages 8-10 will best meet the objectives you have outlined. Discuss various options with school contacts. Do they see teacher training as the most important approach to improve awareness of local government? Do they need curriculum materials? Would a "Youth in Government" program best meet their needs?

The type of program that you decide on will depend on your rationale and goals, on the age and ability level of your audience, and on the interests of teachers and participants. Other factors that will influence what type of program you enact include the amount of time and expertise your staff has to devote to the effort, how much money you have to initiate a program, and the market for new activities or materials.

Consider several approaches to teaching local government in your community. Many governments offer a panel of speakers or tours to teachers of every grade level. An essay or photo competition, local government fair, or a tour of city hall are appropriate activities for every age group. Other local governments have enacted different programs for each level. They distribute coloring books to young students and hold "Youth in Government Days" for older participants.

Figure 2.3:

Purposes of Evaluation

1. to sort, rank or compare students	— for honors and awards — for admissions into programs with limited enrollment
2. to norm students or groups of students	— for comparative achievement in relation to national groups — for comparative achievement in relation to other populations
3. to certify students	— as competent in a field of knowledge — as competent in a field of practice — as eligible for "promotion"
4. to predict	— success in a course — success in school — success in a job performance
5. for placement	— in courses, in grades, in levels
6. to make statements	— about how well students have done overall in meeting course or unit objectives
7. to make instructional decision	— about where to start students with instruction — about which skills are mastered — about which skills or sub-skills to reteach — to which students
and give feedback to students	— about students' strengths, weaknesses, interests, learning styles
to give feedback to teachers	— about the effectiveness of instruction — about the effectiveness of curriculum

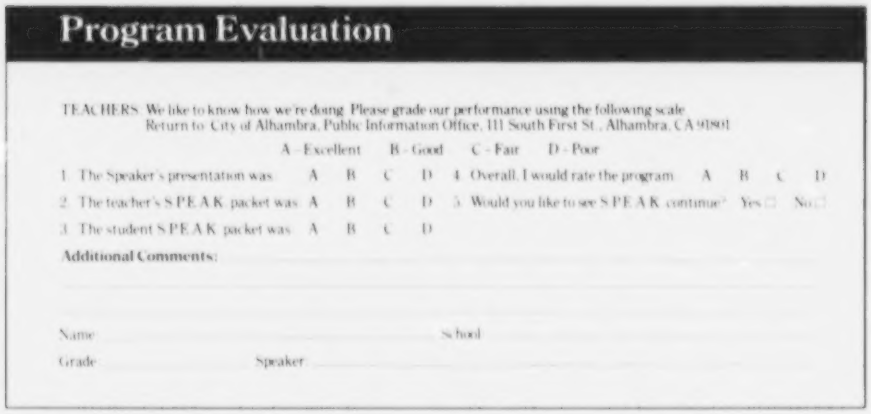
Reprinted, with permission, from Jon Saphier and Robert Gower, *The Skillful Teacher: Building Your Teaching Skills*, page 379.

Evaluating Your Program

All programs should include methods to evaluate their effectiveness. An evaluation should determine if your program has succeeded in meeting the objectives you established at the outset of the planning process. Use a variety of methods of evaluation, such as:

- **Observation:** Watch the students as they participate. Are the students involved or do they look bored and restless? Are they asking good questions or do they seem confused?
- **Interviews or conferences:** Ask teachers and students during intermission or lunch how they are enjoying the program and what they have learned. Or set up a more formal conference session with participants at the program's conclusion. What parts of the program did they find most useful? What suggestions do they have for next year's program?
- **Student evaluations or surveys:** Design an evaluation for teachers and students to complete after participating. Keep the evaluation brief and easy to complete, but make sure you allow for suggestions for improvement. Evaluations should judge the relative strengths and weaknesses of various parts of the program (See Figures 2.4 and 2.5).

Figure 2.4: Program evaluation, S.P.E.A.K., city of Alhambra, California



Program Evaluation

TEACHERS: We like to know how we're doing. Please grade our performance using the following scale.
Return to: City of Alhambra, Public Information Office, 111 South First St., Alhambra, CA 91801

A - Excellent B - Good C - Fair D - Poor

1. The Speaker's presentation was: A B C D
2. The teacher's S.P.E.A.K. packet was: A B C D
3. The student S.P.E.A.K. packet was: A B C D
4. Overall, I would rate the program: A B C D
5. Would you like to see S.P.E.A.K. continue? Yes ☐ No ☐

Additional Comments:

Name _____ School _____

Grade _____ Speaker _____

- **Tests:** Develop a test for the conclusion of the program to measure whether students have learned the knowledge and skills outlined in your objectives. Giving the same test at the beginning and the end of the unit will help determine student progress. Students are graded on most tests they take; make sure to tell students that your exercise is not to test them, but to test your program. (Teachers may, in fact, want to use test results as a grade.) True-false or multiple-choice tests can usually indicate whether students have mastered basic facts without extensive time spent in grading. (See Appendix for examples of tests on local government and on the council-manager plan.)

It is crucial to evaluate your program at various stages of development, particularly with regard to labor-intensive projects. As you prepare written materials, have educators test them in the classroom and recommend changes or additions before the materials are printed. Evaluation of other types of programs should take place

Figure 2.5: Evaluation, SWING, city of Cupertino, California

A SWING Survey

The City of Cupertino's new SWING (Student Week in Neighborhood Government) program is a pilot project designed to involve students in the local government process. This is the first year we've offered such a program, so feedback from you and your students would be very valuable when it comes time to evaluate SWING.

Please take a few moments to fill out this questionnaire. Any additional responses from your students would also be greatly appreciated. And, thank you very much for your cooperation in this program.

What is your reaction to the overall program?

How did you find the presentation in the Council Chamber? (Did it hold the interest of your students? Was it informative, boring, fun?)

Were you pleased/disappointed in the tour of City Hall?

What did you think of the take-home materials?

Other comments, suggestions, questions?

Please return this survey before Thursday, March 30, to Donna Krey, Community Relations Officer, City of Cupertino, 10300 Torre Ave., Cupertino, Ca. 95014.

during and immediately after their completion. Make sure to leave plenty of time for completing the evaluation. Encourage responses from all participants including staff members, teachers, and students.

Notes:

1. National Commission on Social Studies in the Schools. *Charting a Course: Social Studies for the 21st Century*. Washington: A joint project of the American Historical Association, Carnegie Foundation for the Advancement of Teaching, National Council for the Social Studies, and Organization of American Historians, 1989.
2. Launched in 1983 as a joint effort of the Los Angeles Police Department and the Los Angeles Unified School District, D.A.R.E. sends specially trained uniformed police officers into fifth and sixth grade classrooms to teach a 17-week curriculum. For more information, contact Dorothy L. Everett, Bureau of Justice Assistance, 633 Indiana Avenue, N.W., Washington, D.C. 20531, (202) 272-4604.

Chapter Three

A Day as a Guest Speaker

Even if you do not establish a formal program, offer your services as a guest speaker and encourage your staff to do so as well. Most government employees enjoy the fresh perspective that students offer. And students benefit from meeting the people who run the government, often gaining a new appreciation for the services their governments provide.

Unfortunately, all too often the teacher, the speaker, or the students are ill-prepared to make the most of the experience. Teachers may invite speakers without understanding their fields of expertise or the topics and methods of presentation that will be used. Local government personnel often speak to a class or school assembly without knowing what students have already learned or the teacher's objectives. And students may lack basic knowledge to ask good questions and to organize the information they are hearing. A bit of planning with teachers can help you avoid these pitfalls.

Preparing for a Day in the Classroom

Before you arrive at school, make sure you confirm your appointment with the teacher or school principal. You may want to use this opportunity to send the school information about yourself and your job. (See Figure 3-1.) Make sure to let your school contact know the type of activity in which you plan to engage the students and any materials (e.g., chalkboard, slide projector) that you will need.

To prepare the best possible lesson, you will need to know about your audience. Many teachers like to have a classroom visitor introduce a subject, but others may prefer that students be familiar with the subject matter so that they can ask questions and engage in informed discussions. To find out what the students have learned, ask the teacher for a copy of the lesson plan or the textbook that the class has used. Or send a brief "pre-test" or "attitude survey" for students to fill out the week before you arrive. Devise questions that will enable you to find out how much about your community or local government that students know, how they feel about their government, or what questions and concerns they have.

Use answers to the following questions to prepare your presentation:

- How many students will be listening to your presentation?
- To what grades will you be speaking?
- How long is your presentation expected to take? Do students have to be at their next class at a given time or can you let the discussion continue until it reaches a natural conclusion?

Figure 3.1: Appointment card and speaker information, S.P.E.A.K.., city of Alhambra, California

Appointment Card

Today's Date: / /

Speaker: _____ Teacher: _____ Grade: _____

School: _____

I'm looking forward to meeting with you and your students on (date) _____ at (time) _____ a.m. p.m.

If you have any questions about my speaking engagement, please don't hesitate to call me at _____ Thank you!

About Your Speaker

Name: _____ Job Title: _____

Home: _____ Birthplace: _____

Years with City: _____ Education: _____

Job Duties: _____

Personal Interests: _____

Equipment needed for presentation: (eg. chalkboard, table, etc.) _____

- Are students of one ability level? Many schools no longer group students according to ability, especially in the social studies. You may find a wide range of skills and knowledge within a given class of students.
- How will the students have been prepared for your arrival? Will they have prepared questions in advance? What will they know about you and your job?
- Will your presentation fall at the beginning, in the middle, or at the end of a lesson on local government? How much do students know about other levels of government? If the class has completed a unit on the federal government, and your visit will coincide with the beginning of the unit on local government, you may want to draw comparisons regarding the structures, processes, and procedures.
- How does the teacher typically conduct class? Teachers have a variety of teaching styles, and students learn to adjust. When possible, it is helpful to observe a teacher conduct class so that you understand what students expect. You may find it difficult to encourage brainstorming among students used to being told the answers by the teacher. Conversely, a class taught by a teacher who encourages activities and exercises may find it difficult to listen to a long speech.

Lecturing to Students

Most likely, you have experience speaking before an audience. You may not, however, be used to lecturing to young people. Because students, particularly in early grades, tend to have shorter attention spans than adults, minimize the time spent lecturing. Keep your lecture under twenty minutes and then switch to techniques that

Figure 3.2:
Attitude survey, *Aurora: Do You Call It Home?*, Aurora, Colorado

HOW I FEEL ABOUT AURORA

1. I have lived on a farm or in a small town.

_____ Yes _____ No

2. I have lived in a big city.

_____ Yes _____ No

3. I think:

Aurora is a good place to visit.

_____ Yes _____ No

Aurora is a good place to live.

_____ Yes _____ No

Aurora is a good place for children.

_____ Yes _____ No

A farm or a small town is a good place to visit.

_____ Yes _____ No

A farm or a small town is a good place to live.

_____ Yes _____ No

A farm or a small town is a good place for children.

_____ Yes _____ No

allow students to participate. Engage them in a discussion, have them answer your questions, or introduce a game or other activity.

Students may also be less skilled in listening and note-taking than adults. Introduce your topic by specifying what will be covered, how long your discussion will take, and how you will proceed. Clarify when and how you will address questions. Should students raise their hands when they have a question or should they save questions until after your presentation? If you want students to wait until the end of your lecture, encourage them to write down ques-

Figure 3.3:
Attitude survey, "Local Decisions", San Mateo, California

Attitude Survey

SA = Strongly Agree
A = Agree
NO = No Opinion
D = Disagree
SD = Strongly Disagree

1. Owners should be able to do whatever they want with their own property.
2. It is simple to solve the traffic congestion on Route 101 by building another freeway.
3. When there is a conflict between private property rights and public needs, the private property rights should be considered more important.
4. It is easy to solve local problems because there are usually simple solutions.
5. The government should not pass legislation that gives tax incentives to businesses.
6. I would be willing to give up my car and use public transportation in order to save energy and help ease traffic congestion.
7. The power of local government is too weak to solve local problems.
8. Comprehensive government planning now will assure a better quality of life in the future.
9. Traffic congestion is not my problem.
10. I am willing to change my lifestyle in order to save energy and help ease local transportation and housing problems.
11. The best way to promote car pools and van pools is to charge high rent for parking.
12. There is no way for citizens to influence local government policymakers except by voting.
13. I should plan to register and vote in elections.
14. I should know the names of my local city councilmembers and or county supervisors.
15. I should know how county government is organized and what responsibilities it has.

tions as they occur. Make sure to leave ample time at the end of class to answer questions.

Keep your remarks as simple as possible, particularly if students have no background knowledge. Summarize information at the beginning and end of the lecture. You may want to announce how many points you will make and count them as you proceed. Passing out an outline of these points may help students follow the discussion. Or provide written fill-in-the-blank exercises that require students to fill in information presented in the lecture. Illustrate major points by using an overhead projector, showing slides, or listing them on the chalkboard.

Build in checks to make sure that students understand the information you are presenting. Stop and ask if anyone has questions or ask a student to summarize the information. If students have no questions, try prompting them by asking them their opinions of a point you have raised. Ask them, for example, what they believe is the hardest part of your job or what they think is the most pressing issue confronting your government.

Other Methods of Presentation

Presenting material and answering questions allows you to convey a body of knowledge to a large group of students. If you are working with a single class or school club, however, you may prefer one of the following options:

- **Class discussion:** Generating a discussion is a particularly good way of having students compare values and opinions. Make sure you give clear instructions about the purpose of the discussion and highlight pertinent facts that ensue.
- **Writing:** A five-minute writing assignment can be used to have students clarify their own ideas or opinions, to specify questions that they would like answered, or to list information that they already know. These essays can be used as a point of departure for the day's discussion.
- **Brainstorming:** The first five minutes can be spent having students list what they already know about local government. Ask students, for example, to name services provided by local government. List them on the blackboard. This exercise provides you with information about the students' depth of understanding, as well as points for discussion.
- **Small group discussions:** Breaking the class into groups of four or five to brainstorm or discuss ideas allows students who might not speak up in a larger group an opportunity to express themselves. Encourage groups to come up with as many ideas as possible on how to solve a given problem within a given time period. Designate one student in each group to record ideas. Upon reconvening as a class, discuss the relative merits of the many ideas offered.
- **Games or simulations:** Activities such as mock council meetings, competitions, and games encourage active participation from students and make learning fun. Students, particularly in intermediate grades, enjoy activities in which they assume the roles of others.
- **Slides or other visuals:** "Before and after" slides can show students the impact of decisions made by government leaders. A videotape or slide show can take students on a tour of their neighborhood, village, town, city, or county.
- **Murals, maps, or other individual activities:** Having students draw maps of their community is a good way to learn how young people perceive their surroundings and can provide a basis for a discussion. Or a discussion of community leaders can be followed by activities in which students make a mural of these leaders.

Ultimately, the teaching strategies you employ will depend on your objectives, the audience, and the techniques with which you are most comfortable.

Follow-Up Activities

It is important to keep track of time as you proceed so that the bell signaling the next class doesn't interrupt an activity or discussion. Allow time at the end of the class period to sum up points made and bring the exercises to a close.

Encourage classes to follow up after your visit. As you leave, suggest ways that the class can learn more about local government. Invite students to interview members of your staff for class reports. Offer names of your colleagues who may be willing to speak to the class in the future. Leave an agenda of upcoming council or commission meetings, an organizational chart, or recent news clippings on the class bulletin board. Follow up with a thank-you note to teachers and students.

Chapter Four

Lesson Plans for Teaching Local Government

The discussion ideas and lesson plans in this chapter have been used successfully to teach local government. Use them as guidelines when you prepare for your day in school; adapt them for your own style, goals, and classroom setting. Loosely categorized as elementary, intermediate, or high school activities, many of them can be adapted to any age or ability level.

Activities for Elementary Students

1. The Importance of Rules

Discuss rules the students have to follow at home. Then talk about school rules—why they are necessary and who helps children obey them. Then discuss local laws, the importance of obeying them, and the people who help citizens follow them. Have students draw a picture of a rule.

Variation 1: With older students you may want to begin by asking, "Are rules necessary for people to live together peacefully?" Then discuss the positive and negative consequences of having many rules, no rules, and some rules.

Variation 2: Divide the class into small groups. Ask the students to imagine that they are explorers colonizing a new world or astronauts going to live and work in a space station. Before they leave, they must make laws so that they will all be able to live together peacefully. Have each small group write down these laws. Upon reconvening as a class, have each group report the laws they have written. What laws do the class agree are most important? How are these rules similar to and different from the laws of the community?

2. Neighborhood Pride

Begin the discussion by having the students discuss how the classroom might be more attractive and more efficient. Then discuss the things we do to keep our homes and yards well maintained. Ask students to identify something that, if improved, would make them proud of their neighborhoods. Ask them the following: What can be done to improve this problem? Who could be contacted to help? Is there anything we can do ourselves? Which community leaders might be willing to help?

3. Town Meetings

Objectives: Students will:

- learn about various aspects of land-use planning;
- practice the skills of debate, discussion, and negotiation.

Materials:

- Map with enough parcels of property for each student.

Activities: Each student is a member of an imaginary town and is deeded a parcel of property. Introduce problems that affect each community member. Students must discuss and resolve issues. Then have students meet with other local officials to learn how the issues were resolved in real life.

The program can last as long as the class has time. Teachers may want to adapt the program to be conducted one day every two or three weeks throughout the school year.

Note: This lesson has been used successfully in a sixth-grade class at Barkhamsted Elementary School in Connecticut.

Variation: Mr. Fellows, a second-grade teacher at Phillippi Shores Elementary School in Sarasota, Florida, enacts a similar simulation. His class sets up an imaginary town, gives it a name, and decides what kinds of things to include in it. Then he draws a large skeleton of the city, complete with roads and parks. The children draw the various homes, businesses, and other buildings, and add them to the mural. The children elect their own mayor and town council to run their community and hold meetings to discuss problems that arise. One meeting was held to determine what was to be done about pet dinosaurs being kept in people's back yards.

4. How Local Government Affects My Life

Objective: Students will discover and appreciate the many ways that their lives are affected by decisions made by local officials.

Activities: Ask students to keep track of all their activities for one full day. (Students can be given this as a homework assignment before you visit the class.)

As students read their accounts, discuss how the local government is involved in providing for and regulating such activities. Students may discover, for example, that the county supplies the water with which they brush their teeth and maintains the roads on their route to school. They may learn about their municipality's zoning laws and the role of the planning department as they discuss the location of the school, the nearest convenience store, or commercial areas.

5. Who Ya Gonna Call?

Objectives: Students will learn:

- the main responsibilities of various agencies and departments of local government;
- the difference between emergency and business calls;
- how to find emergency numbers.

Suggested age group: Fourth to eighth graders.

Materials:

- Phone book
- Different index cards for each member of the class. Each card describes a problem for which a local government service or agency is responsible. Examples of problems are:
    - Stop sign is missing from your street corner.
    - Your telephone is out of order.
    - Packs of dogs are running loose in your neighborhood.
    - You need to register to vote.

Activities: Begin by discussing the various duties of the departments, listing the departments on the chalkboard. Encourage students to ask questions. You may want to have students initiate a discussion by listing the departments or services that they already know. Discuss also the differences between a business call and a "911" emergency call. Show them the pages of the phone book where applicable government department numbers are located.

After discussion, hand out the index cards. If there are more cards than students, some students may have two cards, but make sure that each student has at least one. Each student will read the description of the problem and decide which city or county department would be most likely to provide the service needed, as well as whether the request would merit dialing "911."

Variations: This should be a fun activity for the students using the "Ghostbusters" theme. Individual students may chant "WHO YA GONNA CALL" after each problem is read, or you may want to encourage the entire class to chant this theme. You can organize the class so that students are encouraged to challenge one another, asking a specific person to supply the appropriate department. (WHO YA GONNA CALL, TOM!) Remember to keep the game fun; don't let the students get discouraged if they don't get the right answers.

You may want to arrange activities as a competition between two teams representing real communities or imaginary cities. Have the teams line up on either side of the room. As the emcee, read the situation described on the top index card to the first student in line. If the correct department is identified, the student remains standing and the next question is given to the other team. If incorrect, the contestant takes a seat, and the same question goes to the next person on the other team. The team with the last person standing wins. If time runs out, the side with the most members still in the game is declared the winning team. The game can last for a specified period of time or until you reach the bottom of the index cards. The competition format also can be used for a competition between classes or for a school-wide competition. Competitions among individual students can be created using a "spelling bee" format to ask about the functions of local government. If you choose to have a competition, you may want to reward the winning team and offer consolation prizes to the losing team. An iron-on patch with the city's logo, a "winners certificate," or a sticker of the county's flag are appropriate prizes.

Activities for Intermediate Students

1. What would happen if?

Discuss what would happen if any of the following activities were to occur:

- We didn't have clean water coming into our homes and schools.
- Your street or road was never plowed in winter.
- You couldn't get an education.

2. Local Government—Who Needs It?

Adapted from R. Beery and Robert J. Todd, "Citizenship Grounded in the Community," in *Community Study Applications and Opportunities,* Washington: National Council for the Social Studies, 1984.

Objective: Students will learn how the decisions made by and services provided by local government affect their lives.

Suggested age group: Fourth to eighth graders.

Materials:

Worksheet 1: A list of decisions such as:

- ☐ What school you will attend;
- ☐ What things you will be taught in school;
- ☐ The rules you must follow while in school;
- ☐ The value of your property and how much tax you must pay on it;
- ☐ Whether or not you will be bused to school;
- ☐ How the money you pay for taxes will be spent;
- ☐ Rules and licenses for your pets;
- ☐ Whether or not you can water your lawn;
- ☐ For what purposes you can use your property;
- ☐ What you can build on your property.

Worksheet 2: A list of "services usually provided by local government." Such services include:

- ☐ Public education
- ☐ Police protection
- ☐ Fire department
- ☐ Public library
- ☐ Sanitation system
- ☐ Parks
- ☐ Golf courses
- ☐ Recreation center
- ☐ Local, state, and federal elections
- ☐ Water
- ☐ Electricity
- ☐ Landfill for refuse
- ☐ Civic auditorium
- ☐ Paved streets and roads
- ☐ Vocational and technical institute
- ☐ Airport
- ☐ Animal control and dog pound
- ☐ Building and housing inspection

Activities:

1. Pass out Worksheet 1 and have students place an "X" by any of the items that they believe should not be decided or affected by local government. Discuss the following:

- Who do you think should decide these things?
- Do you think your local government is making wise decisions for you? Why or why not?
- If you feel that local government is not making a wise decision, what might you do about it?
- Can you think of any other decisions made by local governments that might affect you?

2. Pass out Worksheet 2 and have students place an "X" by any of the services listed that they believe would be difficult for their families to provide for themselves. Discuss the following:

- What services, if any, would you like government to add to make life better for your family?
- Do you have any criticisms of the services provided by your local government? Do you feel that any service is unnecessary? Do you feel that any service ought to be provided in another way?

Activities for High School Students

1. Discussion

- Local issues:
  What are the biggest problems in our school system today?
  What are the biggest problems in our community today?
  Who is affected by each of these problems?
  What are the causes of the problems?
  Who is trying to deal with the problems?
  Is the government involved? How?
  What solutions can you offer?
  How can you help?
- The purpose of government:
  What feature of our system of government do you most value? Why?
  What would you include in a charter for governing your class?
  What are the biggest threats to our system?
  What can you do to protect it?
- Role of citizens in local government:
  The city is considering passing an ordinance to regulate skateboarding (or video arcades or any other issue that students may find intriguing). What would you do to support/oppose such an ordinance?
- Functions of local government:
  How does the student council operate? How is the student council similar to the city council? How is it different? Where would a city or county manager fit in?
- How we choose our leaders:

  Present the following situation and ask students to each make a decision:

Two of your best friends are running for student council. Both will want you to vote for them. One has a great personality and is a hard worker. The other has some terrific ideas for the council, which she has shared with you, and she is very shy. What will you do?

Use answers to facilitate a discussion of the qualities we look for in elected officials.

2. Land-Use Planning

Objectives: Students will:

- learn about various considerations that go into land-use planning;
- practice the skills of debate, discussion, and negotiation.

Materials:

- Magic markers and large sheets of paper
- Written copies of the following hypothetical situation (with a diagram):

A small city has been given one square mile of land on its outskirts. It is bounded on one side by a river, and on another by a major roadway. About one hundred acres is a marsh, and two hundred acres are hilly. The remainder of the land is quite level and well drained.

The city council is attempting to find the most beneficial use for the land; special groups with differing interests are in competition with one another to have their plan adopted.

Activities: Organize the participants into four or five groups and assign each group a proposal for one of the following land use plans:

- Industrial park
- Housing development
- Recreational area
- Human services center (e.g., school, hospital, city hall)
- Sewage treatment facility and land fill

Each group elects one of its members to serve on the city council. As the council meets to establish the ground rules for presentation of land-use plans, groups should finalize their proposals for the use of the newly acquired land. Encourage students to prepare visual displays showing how their facilities would make the best use of the land.

Following their meeting, the city council members will hear proposals and then either select a plan for implementation, or send some or all of the proposals back for more work. The rationale for the council's action must be presented to the public (the class).

In the discussion following the exercise, participants should analyze the processes used, how decisions were made, and the strategies necessary for maximizing individual and group participation at meetings, as well as the various considerations that go into land-use planning.

Variations: You may consider including other local officials by having the class elect a mayor and the council select a city manager. A city attorney and planning department director could also play roles in this scenario.

3. The Island Simulation

Reprinted, with permission, from The Institute for Political and Legal Education/ Educational Resource and Information Center, Sewell, New Jersey.

Objectives: Students will:

- discover the importance of governance;
- learn the skills of discussion, debate, and compromise in the group decision-making process.

Materials:

- Student handout:

You are all on an island that is three miles long and one mile wide. The highest elevation on the island is three hundred feet at the north end. A case containing five hundred pounds of wheat in an unmarked, waterproof container was found in this hillside. There is a fresh water spring on the island, and thirty percent of the island is covered with vegetation. The island is not on any air or sea navigation chart. No plane or ship passes within sight of the island. Whatever means you had for getting on the island has been destroyed and you had no contact with authorities before landing on the island. The port authority in the last port from which you had departed had no knowledge of your destination or location.

Your physical condition on the island is exactly as it is at this moment.

Activity: Break students into several small groups. Each group will spend fifteen minutes to establish a government and set of laws for the island. Appoint one person in each group to record this information. After fifteen minutes, reconvene the class to discuss what decisions were made and how they came to these decisions. Discuss similarities to and differences from the purpose and scope of local government.

4. No Vehicles in the Park

Reprinted, with permission, from The Institute for Political and Legal Education/ Educational Resource and Information Center, Sewell, New Jersey.

Materials:

- Student handout:

The town of Beautifica has established a lovely park in the city. The city council wishes to preserve some elements of nature, undisturbed by city noise, traffic, pollution, and crowding. Citizens can go to the park to find grass, trees, flowers, and quiet, as well as playgrounds and picnic areas. At all entrances to the park, the following sign has been posted:

The law seems clear, but some disputes have arisen over the interpretation of the law. Interpret the law in each of the following cases. Keep in mind both the letter of the law and the intent of the law.

1. John Smith lives on one side of the town and works on the other side. He will save ten minutes each way if he drives through the park.
2. The town has positioned many trash barrels in the park so that people can deposit all litter there and keep the park clean. The sanitation department wants permission to go into the park to collect the trash.
3. Two police cars are chasing a suspected bank robber. If one cuts through the park, he can get in front of the suspect's car and trap him between the patrol cars.
4. An ambulance is racing to deliver to the hospital a victim who has been in a critical car accident. The shortest route is through the park.
5. Some of the children who visit the park want to ride their bicycles there.
6. Mr. Thomas wants to take his baby to the park in a baby buggy.
7. The town is constructing a monument to its citizens who died in the Vietnam War. They propose to place a truck beside the monument.
8. Several of the town's citizens have made a living for several years by driving people around scenic spots in the city in an old-fashioned horse and buggy. They want to include a drive through the park in their route.

Activities: Have students conduct a town meeting to discuss which of these requests shall be allowed and which denied. After a debate, allow a town vote. On what information did students base their decisions? Do they believe that more guidelines need to be included in the law?

Classroom activities can also include the mock council meetings described in Chapter Five. See also the role-play activities in the Appendix.

Chapter Five

"Youth in Government" Programs

Youth in Government Days are perhaps the most common programs cities and counties enact to introduce students to local government. The scope of such programs varies considerably. In a typical program, students visit facilities, shadow government officials, and participate in mock council meetings.

The educational value of these activities cannot be doubted. Visiting their town hall allows students a glimpse of government in action. Watching government personnel at work allows students to explore local government as a career, as well as to see the variety of services local government provides. Students are provided with a unique opportunity to ask questions about the experience and the responsibilities of government employees. Participatory activities such as mock council meetings force teens to think, analyze, and make critical judgments—skills they will soon need.

Local government personnel cite a number of benefits of Youth in Government programs in addition to the obvious advantage of working for a better-educated populace. Talking with students forces government workers to reflect on their roles and responsibilities and to explore fresh ideas and suggestions offered by students. As a result of mock activities, local governments have enacted changes proposed by high school students. Young people have led the way in developing bike paths, initiating clean-up campaigns, and organizing community events for teens. Several town councils have included students on task forces to study issues of particular concern to young people. Youth in Government Days are reported in the press, drawing public attention to the positive effect of local government.

The benefits of Youth in Government Days are available at a very reasonable cost. The main costs are a luncheon or dinner for students and staff time. Other expenses may include that of printing programs with the names of participants and schedule of events, certificates for students, and other materials.

Although high school students most often participate in Youth in Government Days, many communities have found that such programs can also benefit younger students. The mayor of Sarasota, Florida, recently conducted role-play activities with a second-grade class, and several other communities have established programs for upper elementary and middle school grades. Meet with school personnel to determine the most appropriate audience in your community.

Initiating Programs

Creating a partnership with civic groups and the educational community increases the visibility of your program. In many communities, the chamber of commerce or a civic group is active in organizing, promoting, and funding Youth in Government programs. Civic group members may want to host a luncheon, act as judges in mock competitions, or select and coach participants. Encourage the school board to endorse your program as well; this will help emphasize the

Figure 5.1: Program, Youth Government Day, city of Bryan and city of College Station, Texas

BRYAN - COLLEGE STATION
BENEVOLENT AND PROTECTIVE
ORDER OF ELKS
NO. 2096

YOUTH GOVERNMENT DAY
29TH ANNUAL LUNCHEON
DECEMBER 7, 1989

educational value of your program. Several communities have students shadow school board officials and hold mock school board meetings as part of their Youth in Government programs.

Cooperating with other local governments to sponsor events in your area may be a particularly attractive alternative for smaller communities. In Texas, for example, the city of College Station, the city of Bryan, and Brazos County cosponsor an annual Youth in Government Day. The joint effort allows more students to participate and offers them an opportunity to compare and contrast the roles each government plays in their communities.

Any cooperative effort requires a clear decision-making process. What decisions are to be made by the city or county? What decisions are to be decided by teachers or principals? Who is responsible for setting up meetings and mailing out information? Outline each

Figure 5.2:

Planning agenda, Mayor's Youth Day, city of Chesapeake, Virginia

Mayor's Youth Day Activities

December —	City-wide Student Council Association meeting attended by Chesapeake Youth Committee Chair and Youth Services Coordinator. Superintendent asked students to come to the February meeting prepared to discuss Mayor's Youth Day topics.
	Student Council Association Sponsors attended the Chesapeake Youth Committee meeting to discuss Mayor's Youth Day activities and student participation criteria.
	Five video tapes made available to high schools for review by students.
January —	Letters sent to Department Heads to request mentors.
	Request made for video set-up by Public Information for Mayor's Youth Day activities.
	Letter sent to Assistant Director of Transportation (schools) for buses to transport students for Mayor's Youth Day orientation and Mayor's Youth Day.
	Mayor's Youth Day liaison appointed by Superintendent of Schools.
	Dates requested from Mayor for Mayor's Youth Day activities.
February —	Received dates from Mayor, via the City Clerk.
	Chesapeake Youth Committee Chair, attended Department Head meeting to discuss city department participation.
	Letters with dates for Mayor's Youth Day activities sent to School Superintendent, his liaison, Asst. Director of Transportation, and Department Heads.
	Received mentor list from Department Heads sent to Student Council Association Sponsors to be matched with student participants.
	Compiled criteria list, job descriptions, schedule of activities, and rotation list for distribution to Student Council Association Sponsors.
	Youth Services Coordinator attended city-wide Student Council Association meeting to distribute above information and receive suggested topics from students.
	Received suggested topics from Department Heads.
	Topics sent to Mayor and City Manager's Offices for final topic selection.
	Mayor's Youth Day certificates ordered.
March —	Sent approved topics and research background information to Student Council Association Sponsors to be distributed to student participants.
	Student participant rehearsal meeting held.
	Sent invitations and request to participate in Mayor's Youth Day orientation to Mayor, City Manager, City Clerk, and School Superintendent.
	Sent completed mentor list to the Public Information Department for newspaper coverage.
	Sent invitations to Council, City Manager, Department Heads, School Officials, etc. to Mock City Council meeting.
	Sent follow-up letter to Public Information with specific suggested agenda requesting that Mayor's Youth Day be taped.
	Received list of student speakers for Mock City Council meeting distributed registration forms.
	Final completed mentor list sent to Student Council Association and city departments.
	Scheduled Mock City Council rehearsal through City Clerk's Office (one hour before orientation).
	Reservations made at restaurant for Chesapeake Youth Committee Mayor's Youth Day luncheon.
	Mayor's Youth Day update sent to City Manager's and Mayor's Offices.
April —	Handle last minute changes in mentor-student list and tie up loose ends.

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participant's role before proceeding and select a contact person to coordinate all efforts.

Follow the steps in Chapter Two to determine your audience, goals and objectives, and activities before inviting schools to participate. The school superintendent or social studies coordinator can put you in touch with interested principals and teachers. Social studies teachers are most likely to be interested in your program, but career counselors, advisors to the student government, and other teachers also have a vested interest in a successful program.

Establish a committee of teachers and government staff members to organize the program. Teachers can help determine when Youth in Government Days will best complement the curriculum. You will also need to determine the activities you will include and the length of time students will participate. Many programs invite students to city hall or the county courthouse for one day. Other programs last longer. Rockville, Maryland's program, for example, requires students to research a problem for several weeks and then report recommendations to the city.

Figure 5.3: Participating officials, Youth Government Day, city of Bryan, and Brazos County, Texas

Mayor	Assistant to the City Manager	Director of Public Services
Mayor Pro Tem	City Attorney	Parks & Recreation Director
Council Place 2	Personnel Director	MIS Director
Council Place 3	Public Information Officer	Director of Planning
Council Place 4	City Secretary	City Engineer
Council Place 5	Finance Director	Building Official
Council Place 6	Chief of Police	Purchasing Agent
City Manager	Fire Chief	Community Teen Center Director
Assistant City Manager for Utilities	Director of Capital Improvements	

At the first meeting, you should establish an agenda for proceeding. Determine when you will contact teachers, send information to students, and finalize the schedule. Set up periodic meetings so that all involved persons have an opportunity to provide input, ask questions, and offer suggestions.

Letters of Introduction

Send an introductory letter to all participants, including local government staff members, school principals, teachers, and students well ahead of the time that you plan to conduct activities. You may want to begin by sending a memo to government employees to ask them to participate. Hold a meeting for interested staff members and solicit volunteers to act as tour guides, contact people, and "shadows." Make sure all volunteers know their roles. Encourage all staff members to participate. The participation of many different departments and agencies allows students to see how much more there is to local government than they suspected.

Most program directors suggest sending a letter to teachers early in the fall about events to be conducted in the spring. This allows teachers to plan lessons and activities that will accompany an event sponsored by the community. An introductory letter should introduce your program and state its goals and objectives. If you have con-

Figure 5.4: Letter, Chesterfield County, Virginia

CHESTERFIELD COUNTY PUBLIC SCHOOLS
CHESTERFIELD, VIRGINIA 23832 • (804) 748-1434

March 1, 1989

INSTRUCTION

SCHOOL BOARD
Mrs. Maria Kerfoot
Chairman-Clover Hill
Jeffrey S. Cribbs
Vice Chairman-Midlothian
Griffin R. Burton
Dale
Mrs. Jean P. Copeland
Matoaca
William H. Goodwyn, Jr.
Bermuda

SUPERINTENDENT
T. E. Gene Davis, Ed.D.

Mr. Griffin R. Burton
5000 Selwood Road
Richmond, VA 23234

Dear Mr. Burton:

Each year Chesterfield County Schools and Government participate in a program for high school students called Model County Government Day. The program is designed to give selected high school students an educational experience in the workings of local government. It is hoped that through conversations, observations, and actual experiences, the students will develop an appreciation for and an understanding of local government. Students, in the past, have indicated a desire to spend more time with officials. In order to make this possible and to make the program more meaningful, we are piloting a program this year which would substitute the mock School Board and Board of Supervisors' meetings with more time for the students and officials to work together. These changes can be found on the enclosed agenda.

We would like for the School Board members to participate in this program by agreeing to work with nine students on Tuesday, April 25 during a dinner meeting from 6:00 - 7:30 p.m. at the School Board Office. You are also invited to attend the activities on May 11 as your schedule permits. Enclosed are materials that outline expectations for both students and officials and an agenda for the event.

Please fill in the attached response form and return to Lee A. Chase by March 10. Thank you for your assistance in this matter.

Sincerely,

Lee A. Chase
Instructional Specialist for Social Studies

Alice Heffner
Office on Youth
Youth Services Commission

/brc

c Dr. Davis

Enclosures

Figure 5.5: Response card, Chesterfield County, Virginia

MODEL COUNTY GOVERNMENT PROGRAM

_____ Yes, I will attend the dinner meeting on April 25 from 6:00 - 7:30 p.m.

_____ No, I will be unable to attend.

_____ Yes, I will attend the Model County Government luncheon on May 11 from 12:00 - 1:00 p.m.

_____ No, I will be unable to attend.

Return to: Lee A. Chase
Instructional Specialist for Social Studies
Professional Development Center
2318 McRae Road
Bon Air, VA 23235

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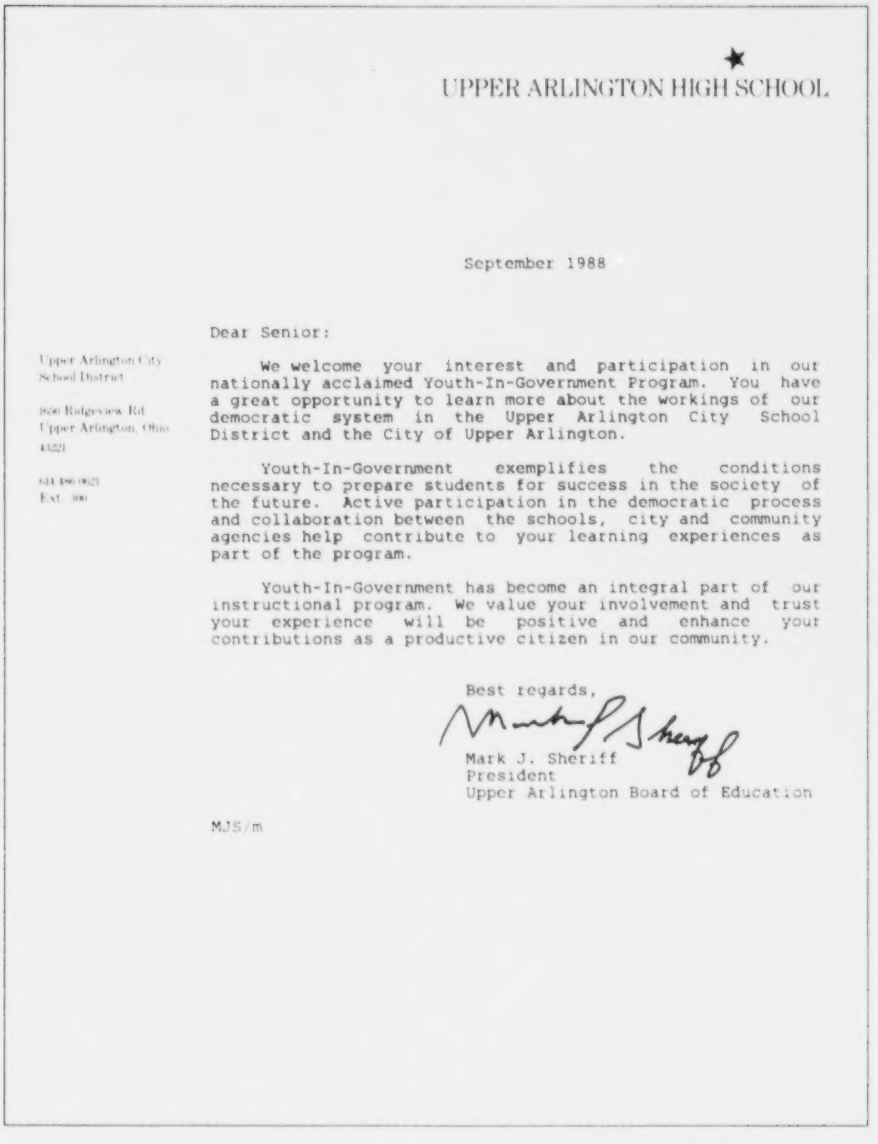
ducted programs in the past, include a copy of a newsclipping, agenda, and topics covered to advertise the success of your program. Establish a method for teachers to respond. Send a brief response form or the name and number of a contact person. Make sure that all participants know the procedures and deadlines for enrolling in the program.

Figure 5.6:
Letter to seniors, Upper Arlington, Ohio



UPPER ARLINGTON HIGH SCHOOL

September 1988

Dear Senior:

Upper Arlington City School District

1650 Ridgeview Rd.
Upper Arlington, Ohio
43221

614 486-0821
Ext. 300

We welcome your interest and participation in our nationally acclaimed Youth-In-Government Program. You have a great opportunity to learn more about the workings of our democratic system in the Upper Arlington City School District and the City of Upper Arlington.

Youth-In-Government exemplifies the conditions necessary to prepare students for success in the society of the future. Active participation in the democratic process and collaboration between the schools, city and community agencies help contribute to your learning experiences as part of the program.

Youth-In-Government has become an integral part of our instructional program. We value your involvement and trust your experience will be positive and enhance your contributions as a productive citizen in our community.

Best regards,

Mark J. Sheriff
President
Upper Arlington Board of Education

MJS/m

If you are involving an entire school or grade, send letters of welcome to students. In Upper Arlington, Ohio, the mayor, the board of education, and the civic association each welcome seniors to their Youth in Government Day. (See Figure 5-6.) Personal invitations heighten student interest and encourage participation.

Figure 5.7:
Survey used for selecting participants, Chesterfield County, Virginia

1. Briefly explain why you want to participate in Youth Day.

2. Are you considering public service as a future career:

   Are you applying in your field of interest?

3. Just as the elected and appointed officials represent the public you, if selected, will represent your school and community. Please list your three personal characteristics of a good representative which you will portray on Youth Day.

   1. _____

   2. _____

   3. _____

4. Please list any other information or comments which you feel will be helpful to the Selection Committee.

Figure 5.8:
Selecting students, Fairfax, Virginia, Court Tour Program

Suggestions for choosing students to participate in the court tour follow:

- Select one class of students.
- Choose a few students from each class to total thirty. These students can lead a class discussion in each of their classes after the field trip.
- Conduct a short essay contest with winners selected for the field trip.
- Conduct a mock trial in each class and select the class with the best mock trial or the best participants from each trial.
- Conduct an after-school activity (e.g., mock trial, class discussion) for several days and choose the students who show the greatest interest and participation.

Reprinted, with permission, from County School Board of Fairfax County, Virginia, *Fairfax Court Tour Program: Teacher Handbook*, 1989.

Selecting Participants

An effective shadow program carefully matches students with departments or agencies so that students are assigned on the basis of academic or career interest. Assignment to the finance department may be most appropriate for students studying economics; health and human services may be appropriate for those interested in a career in social services. Design questionnaires for staff members and students to help coordinate their interests.

Many programs can accommodate only a handful of students in mock government activities. Most programs select these students based on grade point averages, interests, and leadership skills. Barbara Sullivan, municipal court judge of Plainview, Texas, cautions against this approach. "Some day," she explains, "students may be running our city or working in a department. It is important that students from all walks of life and academic achievement be involved in the process." The city of Plainview's selection process is designed to involve students with a wide range of abilities. Other programs include all students in one government class rather than selecting among interested students from one or more schools. Include more students by assigning roles as community members and government personnel arguing on both sides of the issue. Elect students to both a school board and the city council. You may also consider electing more than one mock council or commission. Each mock government meeting can debate the same issues or decide a different issue.

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Other programs allow students, rather than teachers, to select participants. Staging an election, complete with campaign speeches, slogans, and posters, provides the student body with experience in participating in a campaign. Selecting the best candidate forces students to learn more about the responsibilities of local elected officials.

Figure 5.9: Orientation program, city of Chesapeake, Virginia

I. Introductions: Chairperson Stella S. Simmons, Chesapeake

II. Welcoming Remarks: Mayor David I. Wynne; Superintendent Dr. C. Fred Bateman

III. An overview of City Government: City Manager James W. Rein

IV. Brief Break

V. An overview of the Office of City Clerk: Betty J. Callaway

VI. What you can expect on Mayor's Youth Day: Avis N. England, Youth Services Coordinator

VII. Questions and Answers

Figure 5.10: Research tips, city of Rockville, Maryland

Student Government Days—Research Tips

The following steps are important in completing your project:

- define the basic problem or issue;
- read background information, conduct research, etc.
- list the various alternative ways that the city might deal with the issue;
- select the alternative that you wish to support;
- organize the information and reasons which defend your proposed solution; and
- prepare a brief presentation which you will give to the student Mayor and Council and to the city Mayor and Council.

The following sources may be helpful in your research:

- Minutes of the Mayor and Council Meetings—An index to the topics discussed at previous Mayor and Council meetings is available in the city clerk's office. All minutes of previous meetings are kept in books stored in this office.
- City ordinance—Also available in the city clerk's office.
- Newsletter—An index to articles in the "Rockville Reports" is available in the Public Information Office.
- ICMA Green Books—There are a variety of ICMA Green Books throughout city hall. ICMA Green Books contain a lot of information on specific subjects: i.e., Urban Planning, Public Relations, Budgeting, etc. You should ask around to see if a department director has a book that covers the specific topic you are researching. The City Manager's office also has a variety of books you may want to look through.
- Rockville Library—The Rockville Library, across the street from city hall, has an entire reference section devoted to local government with many periodicals and documents on file.
- City Staff—After you have read the background material, you should ask specific questions of the city staff. They will be able to inform you about Rockville's particular situation.

Preparing Students for Activities

The amount of preparation students should undertake depends on how much they have learned about government in school, the activities that you have designed, and what you want them to gain from the program. Before conducting mock activities, students will need to learn the procedures of council or commission meetings. Encourage (or require) students to attend real council meetings or hold a series of meetings to review procedures and practice conducting meetings. Provide information on procedures and vocabulary terms for students to learn before the Youth in Government Day.

Students also find it helpful to meet with their counterpart before holding mock activities. If you plan to require students to interview

Figure 5.11: Suggested interview questions, Chesterfield County, Virginia

Suggested Questions for First Interview

Name of Official _____

Job Title _____

Salary _____

Hours worked per year _____

Who reports to you? _____

_____

_____

To whom do you report? _____

_____

Describe The Job – What Is Done? _____

_____

_____

Is any specific education needed? If Yes, What is it? _____

_____

_____

What type of physical or mental skills are needed? _____

_____

_____

What are the benefits (i.e., vacation, medical coverage)? _____

_____

_____

Other than salary and benefits, what are the rewards? _____

_____

_____

_____

Student's Name

Figure 5.12: Issues discussed by sixth-grade mock council, city of West Melbourne, Florida

School Cafeteria Food:
This issue caused a great deal of discussion including quality, variety, and temperature of the food served in the school lunch program. Many of the students preferred to have the same salad bar offered to the teachers. Motions were made and approved to ask the school to provide improved school lunches. The issue ended up by the majority of the council and body voting to "boycott" the school lunches the first week in May.

Condition of Restroom Facilities:
This issue ended in motions requesting some improvements in these facilities by the school and a promise by the students to clean up after themselves.

School Beautification and Improvements:
Council recommended planting shrubs to screen parked cars, flowers, fill in grass, and shade trees. There were motions to present their ideas to the proper school authorities.

Bicycle Storage Facility:
Students wished a cover for their bikes to prevent rusting. They suggested fund-raising ideas to pay for this, and will make requests to the Parent-Teachers Organization (PTO).

the elected or appointed official whom they will meet, you may want to send a brief biography and job description ahead of time so that students can prepare good interview questions. You may also want to provide guidelines for what students should learn in the interview and how to proceed. (See Figures 5-10 and 5-11.)

Mock government activities work best when students are given the issue and their roles ahead of time and can discuss the issue with one another and form lobbying groups. In addition to providing each student with a written scenario of the issue to be debated, you will need to design roles for students.

Designing Simulations

In selecting a proposal for the mock council to weigh, consider the interests of students. Possible proposals may include: licensing a video arcade in a residential neighborhood, building an airport near an elementary school, or banning rock music. Some programs allow students to decide which issues they would like to debate. Other programs have students research real issues facing the community or follow the council's agenda.

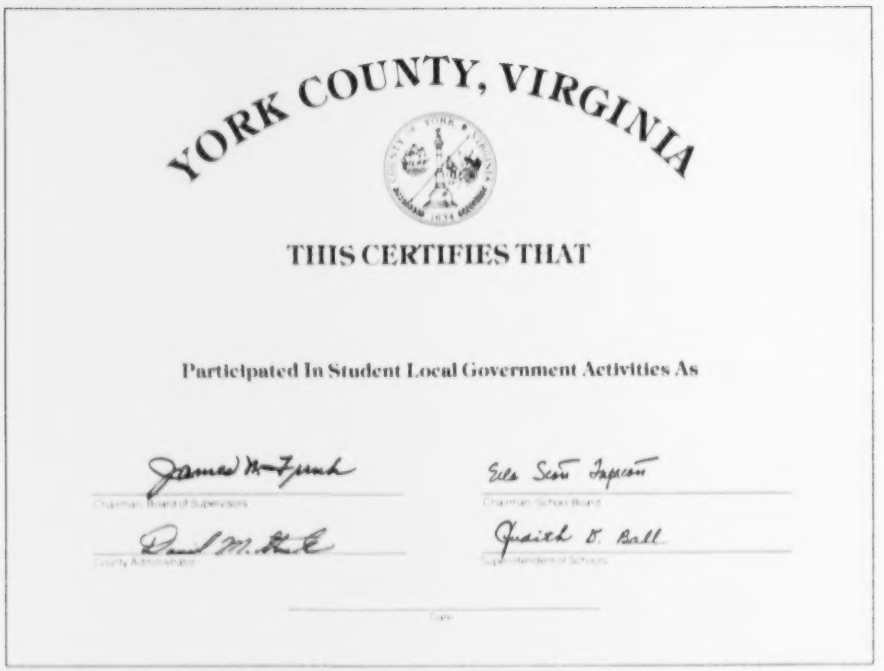
Allowing students to discuss actual problems makes a mock activity more real. Students participating in Roanoke, Virginia's Youth in Government program prepare an agenda and board reports based on the issues that have been posed before the Board of Supervisors. They can thus compare their solutions with those of the real board. Students in East Norriton Township, Pennsylvania, conduct a township meeting and pass on ordinance later confirmed by township officials. Student participants have named a street in the township and proclaimed a "Keep East Norriton Township Clean Week."

Examples of simulations, complete with role cards, can be found in the Appendix.

Making Your Program an Event

Properly highlighting Youth In Government programs will encourage more schools to take part. Students benefit from taking part in a noteworthy event, and the government benefits from positive media coverage. Invite the press to witness activities or send a news release before and after events. Suggest that student reporters cover the activities for the school newspaper. Encourage parents, siblings, teachers, students, and staff members to attend the mock council meeting. A printed program listing the names of all participants and certificates of achievement may give students a sense of accomplishment and make the day more memorable.

Figure 5.13:
Certificate,
county of York, Virginia



YORK COUNTY, VIRGINIA

THIS CERTIFIES THAT

Participated In Student Local Government Activities As

James M. Fynd
Chairman, Board of Supervisors

Ella Scott Jaques
Chairman, School Board

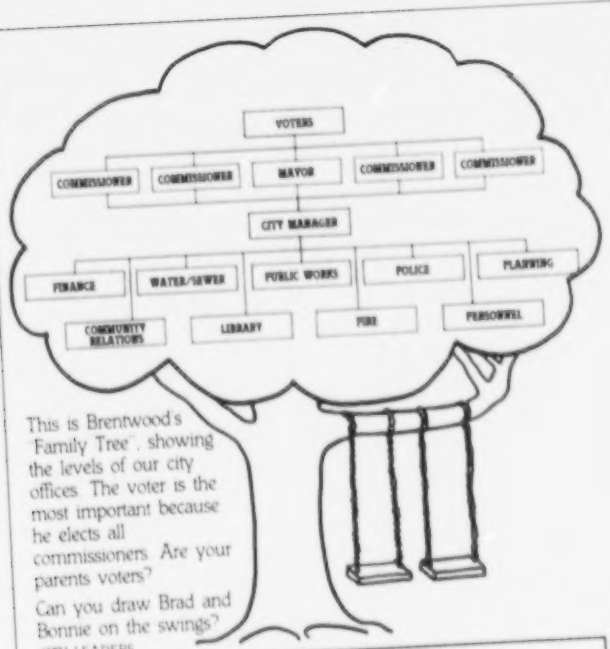
Paul M. Kale
County Administrator

Judith O. Ball
Superintendent of Schools

Date

Fast Facts

Location:	Brentwood, Tennessee
Name:	My City Government
Origin:	The program, which began in 1988, was created and executed by the city staff in cooperation with the fourth grade at Lipscomb Elementary School.
Goal:	My City Government is designed to introduce students to Brentwood's manager-commissioner form of government.
Activities:	The City of Brentwood offers the following activities: **Presentations:** Fire and police departments give presentations at the school. **Student elections:** Students elect student government officials. Electoral activities include student presentations of position papers on why they would like to be city officials, campaign rallies with posters and campaign speeches, voter registration, and election day tallies. **Youth day at city hall:** Five elected student commissioners and two student directors for each city department spend the day with their counterparts at city hall. **Mock commission meeting:** All fourth graders participate. Students assume the roles of mayor, commissioners, city manager, city staff, press and citizens. Each fourth-grade class presents an issue to be decided on by student commissioners.
Materials:	"City of Brentwood Activity Book," developed by the city, uses activities and games to educate students about local government.
Contact:	Linda Lynch, Community Relations Director, 5211 Maryland Way, P.O. Box 788, Brentwood, Tennessee 37024-0788, (615) 371-0060.



This is Brentwood's "Family Tree", showing the levels of our city offices. The voter is the most important because he elects all commissioners. Are your parents voters?

Can you draw Brad and Bonnie on the swings?

CITY LEADERS

Registered voters in Brentwood elect five citizens to serve on the Board of Commissioners. Each commissioner serves a four-year term. After each election, members of the Commission select a Mayor and Vice Mayor.

The Board of Commissioners meets twice a month, on the second and fourth Mondays. The general public is invited to attend the meetings, which are held at the Brentwood Municipal Center. The commissioners are legislators; they adopt ordinances and create policies for the city.

What do your taxes pay for? Use the code at the top to find the missing words.

a	c	e	t	r	w	h	s	o	d	l	f	i	p	m	n	k
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

14 1 5 17 8

8 2 7 9 9 11 8

5 9 1 10 8

14 9 11 13 2 3

12 13 5 3

10 3 14 1 5 4 15 3 16 4

TAXES AND FINANCE DEPARTMENT

When your family bought a home in Brentwood, you began to benefit from all the city services. Policemen and firemen provided protection. The roads to your house were in good repair.

The City of Brentwood must have money to provide all these services. Most of the money comes through property taxes. People who own homes, offices, stores or land pay a local property tax each year. The money is budgeted through the city's Finance Department.

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Fast Facts

Location:	Chesterfield, Virginia
Name:	Model County Government Program
Origin:	Model County Government is cosponsored by the school system and the county Office on Youth.
Participants:	Sixty-five students selected from eight high schools and the technical institute.
Length:	Three days (one evening and one day in April; one day in May).
Goal:	Students will develop an appreciation for, and an understanding of, local government through conversations, observations, and actual experiences.
Activities:	In April, students interview school board members and the board of supervisors and attend meetings of each. Later in the spring, students tour county facilities and visit county officials. After these activities, students have the opportunity to witness a panel discussion among members of the school board, the board of supervisors, and members of Chesterfield's delegation to the Virginia General Assembly. Past programs have also included mock board meetings.
Materials:	Job descriptions of county officials and materials produced by government departments; suggested questions for students to use to interview staff; written agendas and program; summary sheet of parliamentary procedure.
Contact:	Lee A. Chase, Instructional Specialist for Social Studies, Chesterfield County Public Schools, Chesterfield, Virginia 23832, (804) 330-3522.

MODEL COUNTY GOVERNMENT PROGRAM

April 10, 25 and May 2, 1990

Chesterfield County Public Schools
Chesterfield County Office on Youth

MODEL COUNTY GOVERNMENT PROGRAM

Sponsored by
Chesterfield County Public Schools
and
Chesterfield County Office on Youth

Chesterfield County Government and School Board Complex
April 10, 25 and May 2, 1990

Lee A. Chase, Instructional Specialist for Social Studies, JK-12
Janet Pegram, Assistant, Office on Youth

Tuesday, April 10, 1990

5:00 - 6:00 p.m.	Students observe School Board Meeting	School Board Building
6:00 - 7:30 p.m.	Students interview and dine with School Board Members	
7:30 - 9:00 p.m.	Students observe School Board Meeting	

Wednesday, April 25, 1990

8:00 - 8:45 a.m.	Students meet with The Honorable Jerry Hendrick, Judge, Juvenile and Domestic Relations Court	Circuit Court Building
9:00 - 11:00 a.m.	Students observe Board of Supervisors Meeting	Board of Supervisors Room
11:00 a.m. - 12:00 noon	Students interview Board of Supervisors	Board of Supervisors Room
11:00 a.m. - 12:00 noon	Students tour Chesterfield Technical Center	Chesterfield Technical Center
1:00 - 2:30 p.m.	Students tour County Jail, Museum and Police Communications Facilities	Courthouse Complex
2:45 - 4:45 p.m.	Students interview officials	Courthouse Complex

Wednesday, May 2, 1990

8:00 - 8:30 a.m.	Continental Breakfast	Lobby, School Board Building

Welcome
Lee A. Chase, Instructional Specialist for Social Studies
Barbara Bennett, Director, Office on Youth

Introductions
Ann B. Fugua, Ed. D.
Assistant Superintendent of Schools
Lane Ramsey
County Administrator

8:45 - 11:45 a.m.	Students visit with officials	Courthouse Complex
12:00 noon - 1:00 p.m.	Luncheon	Chesterfield Technical Center
1:15 - 2:15 p.m.	Panel Discussion	School Board Building
2:15 - 3:00 p.m.	Closing Ceremony	School Board Building

Closing Comments
Lillian Duffies
Chairman, Youth Services Commission

Presentation of Certificates
Jeffrey S. Cribbs
Chairman, School Board
Carthan F. (Scotty) Curtis
Chairman, Board of Supervisors

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Fast Facts

Location: Rockville, Maryland

Name: Student Government Days

Origin: This program, sponsored by the mayor and council, was initiated in 1983.

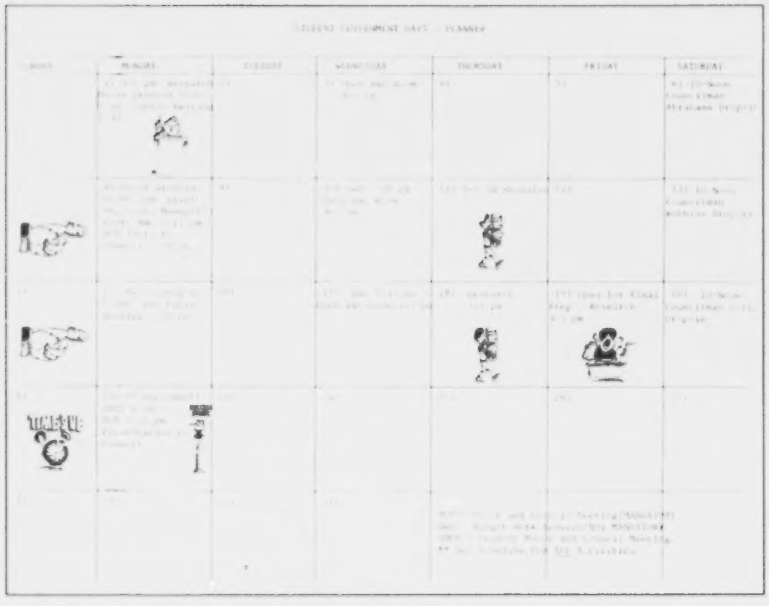
Participants: Approximately seventeen high school students.

Length: Four weeks.

Goal: Rockville's Student Government Days is designed to provide high school students with firsthand experience in the functions of municipal government.

Activities: At the beginning of the program, participants are divided into small working groups. Each group chooses a problem about which they will research and seek solutions. Because all of the problems have been identified by city staff as needing attention, students participate in a real-life, problem-solving experience related to municipal government. A staff mentor is assigned to each group to help with research.

On the first day, students take part in a variety of orientation activities, including meeting city officials and department directors, touring city hall, forming their working groups, and choosing the problems on which they will be working. For the remainder of the four weeks, the students assume the roles of mayor, city manager, members of the council, and each of the department directors. Each small group researches its chosen concerns and formulates proposals to solve the problems. At the close of the program, each



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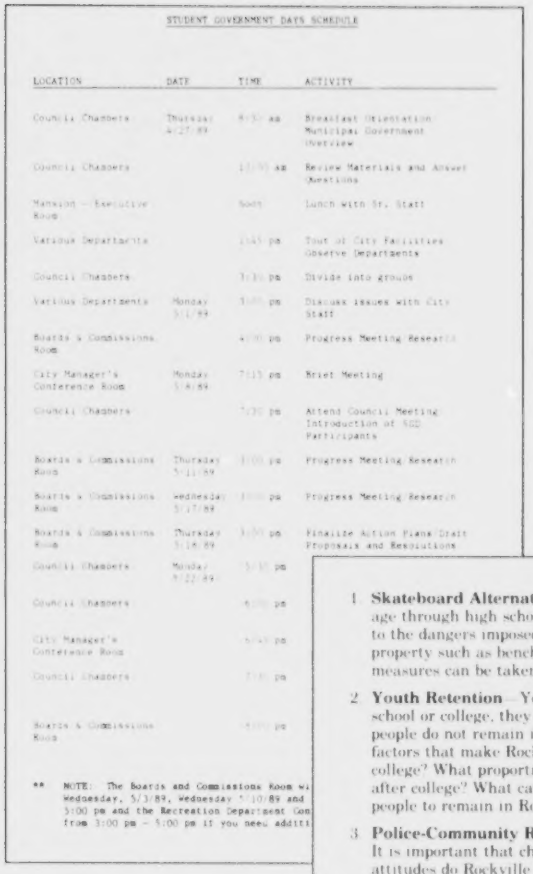

STUDENT GOVERNMENT DAYS SCHEDULE

LOCATION	DATE	TIME	ACTIVITY
Council Chambers	Thursday 4/27/89	8:30 am	Breakfast Orientation Municipal Government Overview
Council Chambers		11:00 am	Review Materials and Answer Questions
Mansion — Executive Room		Noon	Lunch with Sr. Staff
Various Departments		1:45 pm	Tour of City Facilities Observe Departments
Council Chambers		3:30 pm	Divide into groups
Various Departments	Monday 5/1/89	3:45 pm	Discuss issues with City Staff
Boards & Commissions Room		4:30 pm	Progress Meeting Research
City Manager's Conference Room	Monday 5/8/89	7:15 pm	Brief Meeting
Council Chambers		7:30 pm	Attend Council Meeting Introduction of SGD Participants
Boards & Commissions Room	Thursday 5/11/89	3:00 pm	Progress Meeting Research
Boards & Commissions Room	Wednesday 5/17/89	3:00 pm	Progress Meeting Research
Boards & Commissions Room	Thursday 5/18/89	3:30 pm	Finalize Action Plans Draft Proposals and Resolutions
Council Chambers	Monday 5/22/89	3:30 pm	
Council Chambers		6:00 pm	
City Manager's Conference Room		6:45 pm	
Council Chambers		7:00 pm	
Boards & Commissions Room		4:00 pm	

** NOTE: The Boards and Commissions Room wi
Wednesday, 5/3/89, Wednesday 5/10/89 and
5:00 pm and the Recreation Department Con
from 3:00 pm - 5:00 pm if you need additi

group presents its solutions to a general session of the mayor and council, who quiz the presenters on their ideas when appropriate. On occasion, the mayor and council have implemented the ideas presented by students.

Materials: **List of city staff members and their telephone extensions, description of issues to be discussed, steps for proceeding, research tips, and a program schedule.**

Contact: **Phil Washburn, Supervisor, Division of Youth Services, Department of Community Services, City of Rockville, Maryland Avenue at Vinson Street, Rockville, Maryland 20850-2364, (301) 424-8000.**

1. **Skateboard Alternatives**—Skateboarding remains a popular activity for many youth from elementary age through high school. Parking lots and streets are the common locations to practice skills. In addition to the dangers imposed on skateboarders and passing vehicles or pedestrians, skateboarders also damage property such as benches, low walls, and other obstacles that can serve as obstacles to circumvent. What measures can be taken to reduce the dangers and accommodate the enthusiasm of skateboarders?
2. **Youth Retention**—Youth are vital resources to local communities. As students graduate from high school or college, they become an essential part of the socio-economic structure of the city. If young people do not remain in their hometowns, the community loses a valuable human resource. What are the factors that make Rockville attractive or unattractive as home to students completing high school or college? What proportion of high school seniors want to stay in Rockville after graduation or come back after college? What can the City, local businesses, residents, or others do to encourage more young people to remain in Rockville? What are the consequences of doing nothing?
3. **Police-Community Relations**—Positive relations between police and youth is vital to law enforcement. It is important that children and teens view police officers as a positive force in their community. What attitudes do Rockville high school students express toward police officers and the law? Are the Rockville Police doing enough to build positive relations with students? What do students want from their Police Department?
4. **Rockville Goals Task Force Report Analysis**—the Goals Task force just completed an eight month study of the goals and directions the City should take in the future. A public forum on the task force report will be held on May 4 at 7:30 p.m. at Rockville City Hall. How does this report address the needs and concerns of young people? What would you add or change in the report? does this report point to the kind of community you want to live in the future?
5. **Fleet Street Extension and Abandonment of Jefferson Street in Front of Richard Montgomery Drive**—As part of the Rockville Pike Plan, the city will close the street in front of Richard Montgomery High School and build a new street from Richard Montgomery Drive through to the Cabin John Parkway and the new Ritchie Parkway. What impacts will this change in traffic flow have on Richard Montgomery students? What should be done with the abandoned street and adjoining land? What opportunities problems are created for the school and surrounding community that need to be resolved? How should they be resolved?
6. **Recreation and Parks Facilities**—The city is proud of its parks and recreation facilities and proudly maintains that every resident is within walking distance of a city park. Do the parks meet the needs of families and youth who use them? Are the facilities and equipment operational and safe? Do residents have access to comparable types of park facilities? Could improvements be made to increase enjoyment of the parks by citizens of all ages? How can we control vandalism and litter in city parks?
7. **The 1990 Census**—April 1, 1990 is census day, the day every resident in the United States is supposed to be counted. The results of the census are vital in determining congressional representation in congress and many local legislatures, in dividing up federal funds allocated to local areas, and in identifying important trends in population characteristics. What are the barriers to achieving a complete count in Rockville? How can the census be promoted and conducted to include minorities and non-English speaking residents? Can the schools and school students help?
8. **Drugs** are a problem for all major American metropolitan areas. In Montgomery county an estimated one in three homes are impacted upon in some way by substance abuse. The cost of this problem to businesses in the county is assessed to be $275,000,000 for the past year. In May of 1988 Mayor Duncan announced a joint city county effort to reduce drug trafficking and substance abuse in the Lincoln Park, David Scull and East Rockville neighborhoods. The plan combines a significant increase in enforcement with a community based initiative to increase access of city services to the target population. The departments of Police, Recreation, Community Services, and Public Works are involved in this effort. One year later, what are the results of this initiative and what impact has it had on the problem? What direction is anticipated for the future and what are some strategies the city might incorporate to further enhance effectiveness?

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Fast Facts

Location:	Upper Arlington, Ohio
Name:	Youth in Government
Origin:	The program is sponsored by the Upper Arlington High School Social Studies Department, the city of Upper Arlington, the Upper Arlington Civic Association, and the Upper Arlington Board of Education. It has existed for more than thirty years.
Participants:	Seniors at Upper Arlington High School apply to participate and then apply for an appointed position or run for office. Students must have a grade point average of 2.0 to participate.
Goal:	The Youth in Government program is designed to give seniors firsthand experience with the operation of their local governing agencies, both in a council-manager form of government and in the operation of a board of education as set up in the State of Ohio.
Activities:	Upper Arlington's program includes the following: **Issues night** (September): All participants become familiar with the selected issues. In addition, participants have the opportunity to develop issues of their own with help from community and school board leaders. **Lectures and presentations** (week in October): Invited political officials and experts speak about civic issues and running for office. **Counterpart shadowing** (November): Participants meet with their counterparts to discuss issues relevant to their positions and to begin research on issues that will be on the agenda of the mock city council meeting and board of education meeting. **Mock Board of Education meeting** (December): Elected Youth in Government Board of Education members hold a board of education meeting where issues are discussed that have been researched and prepared by their appointed school officials and the board itself. **Mock City Council meeting** (December): Elected student city council members hold a mock city council meeting where issues are discussed that have been researched and prepared by their appointed city officials and the city council. **Recognition luncheon:** All participants are recognized during a luncheon with their counterparts. A well-known political person presents a keynote speech. Each participant is presented a certificate of achievement. Depending on which branch they will participate in, participants attend either two city council meetings or two board of education meetings. Appointed position participants meet at least weekly with their elected officials to work on the issues to be addressed in their respective mock meetings. In addition, appointed position participants are expected to check weekly with their counterparts to ask questions on the issues and to seek their input.

Contact: Margie Halk, City Clerk, City of Upper Arlington, 3600 Tremont Road, Upper Arlington, Ohio 43221-1595, (614) 457-5080.

YIG Appointed Positions Obligations

Congratulations on being appointed to a position in Youth in Government! Students who are in appointed positions are the people involved in preparing the agenda issues to make the mock meetings a success. To insure your success you are required to attend the following meetings. Failure to attend without an excused absence may result in your resignation. All absences must be approved by the advisor.
This is your official meeting notification reminder. You are responsible for keeping track of dates and attending meetings. Failure to do so will result in your being asked to resign your position.

Appointed City Official Obligations

November 4—Brief YIG General Meeting; LC 3:30pm
November 10—Counterpart Shadowing and Mayor's Court and pictures; all day beginning at 9:00am
November 10—YIG Agenda Meeting; LC Activity Period
November 14—City Council observation; Municipal Bldg; 7:15pm
November 28—City Council observation; Municipal Bldg; 7:15pm
December 7—Parliamentary procedure Meeting and Final Agenda due; LC 3:30pm
December 12—YIG Board of Education Meeting; Board of Education Bldg; 4:00pm
December 13—YIG City Council Meeting; Municipal Bldg; 9:30am
December 13—YIG Luncheon; Center for Tomorrow; 12:00 noon
Weekly meetings to prepare for your mock meeting.
Weekly contact with your counterpart to help you with issues and answer questions.

Appointed Board of Education Officials Obligations

November 4—Brief YIG General Meeting; LC 3:30pm
November 10—Counterpart Shadowing and Mayor's Court and pictures; all day beginning at 9:00am
November 10—YIG Agenda Meeting; LC Activity Period
November 22—Board of Education observation; Board of Education Bldg; 7:30pm
December 7—Parliamentary Procedure Meeting and Final Agenda due; LC 3:30pm
December 12—YIG Board of Education Meeting; Board of Education Bldg; 4:00pm
December 13—YIG City Council Meeting; Municipal Bldg; 9:30am
December 13—YIG Luncheon; Center for Tomorrow; 12:00 noon
Weekly meetings to prepare for your mock meeting.
Weekly contact with your counterpart to help you with issues and answer questions.

Boards and Commissions Obligations

November 4—Brief YIG General Meeting; LC 3:30pm
November 10—Pictures for YIG booklet; Auditorium; 3:22pm
November 10—YIG Agenda Meeting; LC Activity Period
November 14—City Council observation; Municipal Bldg; 7:15pm
November 28—City Council observa
December 7—Parliamentary Proce
December 12—YIG Board of Educat
December 13—YIG City Council Me
December 13—YIG Luncheon; Cent

Choose the appropriate commiss
November 8—Youth Advisory Cou
November 10—Board of Health; Mu
November 15—Library Board; Tren
November 21—Board of Zoning and
December 7—Cultural Arts Comm

YIG Elected Officials Obligation

Congratulations on winning an elected office in Youth in Government! City Council and Board of Education Members are the leaders who keep YIG running smoothly. To insure your success you are required to attend the following meetings. Failure to attend without an excused absence may result in your resignation with the next runner up in the election being asked to assume your position. All absences must be approved by the advisor.
This is your official meeting notification reminder. You are responsible for keeping track of dates and attending meetings. Failure to do so will result in your being asked to resign your position.

Board of Education

November 4—Brief YIG General Meeting; LC 3:30pm
November 10—Counterpart Shadowing and Mayor's Court and pictures; 9:00am
November 10—YIG Agenda Meeting; LC Activity Period
November 10—Board of Education observation; Board of Education Bldg; 7:30pm
December 7—Parliamentary Procedure Meeting and Final Agenda due; LC 3:30pm
December 12—YIG Board of Education Meeting; Board of Education Bldg; 4:00pm
December 13—YIG City Council Meeting; Municipal Bldg; 9:30am
December 13—YIG Luncheon; Center for Tomorrow; 12:00 noon
Weekly YIG Board of Education meetings to prepare for YIG Board of Education Meeting. YIG Board of Education will determine the first of these at the November 4 meeting.
Weekly contact with your counterpart to ask questions, etc.

City Council Members

November 4—Brief YIG General Meeting; LC 3:30pm
November 10—Meeting with mayor followed by shadowing and pictures; 7:30am
November 11—YIG Agenda Meeting; LC Activity Period
November 14—City Council Meeting observation; Municipal Bldg; 7:15pm
December 7—Parliamentary Procedure Meeting and Final Agenda due; LC 3:30pm
December 12—YIG Board of Education Meeting; Board of Education Bldg; 4:00pm
December 13—YIG City Council Meeting; Municipal Bldg; 9:30am
December 13—YIG Luncheon; Center for Tomorrow; 12:00 noon
Weekly YIG City Council meetings to prepare for YIG City Council meeting.
Weekly contact with your counterpart to ask questions, etc.

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Variations: **Kingsport, Tennessee:**

This Student Government Day, sponsored by the American Legion, includes a budget exercise in which students form into groups based upon their position assignments. Groups consider a budget and select one of three "increased service options." Then they each pick a spokesperson who is responsible for explaining to the student board of mayor and aldermen why the option should be funded. For more information, contact Diane P. White, Public Information Officer, City of Kingsport, 225 West Center Street, Kingsport, Tennessee 37660, (615) 229-9400.

La Palma, California:

In Walker Junior High School's Youth in Government component, honors students spend two days outside the classroom gathering information about the budget structure of the city of La Palma. On the first day, they tour the city, visit the various city departments, and write a proposal dealing with requests for funds for new department projects. They then present their proposals to a mock city council in the actual council chambers. On the second day, the students are divided into city councils and must come up with a budget within a set monetary limit, incorporating any funding changes as they occur. At the end of the day, they turn in a completed budget with a rationale for each department expenditure. For more information, contact William A. Anderson, Social Studies Department Chairperson, Walker Junior High School, 8132 Walker Street, La Palma, California 90623, (704) 220-4051.

Roanoke, Virginia:

Before conducting their Student Government Day, the county provides the school superintendent with a list of the board of supervisors, the constitutional officers and major department heads. These positions are divided up among the four high schools, and the government teachers select the students to play the various parts. Students receive a list of Roanoke County officials and a packet of background information, such as Chamber of Commerce publications, in order to prepare for the mock meeting. The day's events take place on the same day as the board of supervisors meeting. When students meet at the county administration center in the morning, they are introduced to the government official with whom they will be working. During the day, students have the opportunity

Figure 5.14: Schedule, county of Roanoke, Virginia

9:00– 9:30	County Officials meet Student Government Leaders in Roanoke County Administration Center, Community Room
9:30–12:15	County Officials work with Student Government Leaders in Departments and Offices
12:15– 1:15	Lunch for County Officials and Student Government Leaders in Roanoke County Administration Center, Community Room
1:30– 2:30	Student Government Board of Supervisors meeting
2:30	Student Government Day Program ends, and students are encouraged to remain for the regular Board of Supervisors meeting

to find out what the board and county staff actually do. Using topics to be discussed at the board meeting that afternoon, students prepare an agenda and board reports for the mock meeting. They are encouraged to remain for the 3:00 meeting of the board to see how the problems are actually resolved. For more information, contact Anne Marie Green, Public Information Officer, County of Roanoke, P.O. Box 19800, Roanoke, Virginia 24018-0798 (703) 772-2010.

West Melbourne, Florida:

West Melbourne's City Government Month begins with the city manager speaking to all sixth-grade students. The city council holds a daytime meeting to allow students to discuss issues, such as curbside recycling and its benefits to their generation. Students are elected to the positions of mayor and members of the city council. Appointed staff members are selected. The city manager meets with the mock council to develop an agenda. A mock council meeting is held for an audience of sixth grade students and their teachers. For more information, contact Mark K. Ryan, City Manager, City of West Melbourne, City Hall, 2285 Minton Road, West Melbourne, Florida 32904-4928, (407) 727-7700.

Chapter Six

Introducing Students to Local Government

Students of all ages benefit from a firsthand glimpse of government in action and meeting the people who run the government. The speakers bureaus and tours described in this chapter may encourage teachers to introduce students to elected and appointed administrators. Peruse also the examples of adopt-a-school, teen court, and student competitions found at the end of the chapter.

Speakers Bureaus

Because teachers may be unfamiliar with the personnel in your government and the range of topics on which they can speak, they may hesitate to contact you when they are studying local government. Make the process easy for teachers by providing a list of possible speakers, their titles or major duties, and how they can be contacted.

Several communities have published more extensive guidelines. The city of Westminster, Colorado, for example, produces a guide to government programs and speakers available for community groups and schools. Suggested topics range from career opportunities in local government to book talks for children, from outdoor recreation in Colorado, to women's studies and water conservation. Teachers are able to choose topics that fit their curricula and to arrange for speakers with the assistance of the public information officer.

Adopt-a-school programs are another way to set up a network of speakers for teachers. Catawba County, North Carolina, has adopted a sixth-grade class at Newton-Conover Middle School since 1984. In the program's kick-off session, the county manager gives an overview of county government. Throughout the school term, staff members visit the class and talk about their jobs and the services their specific agency or department provides. The program ends with a field trip to the justice center and animal control shelter. Because this program allows students to meet staff members from different agencies and departments, students learn about the many services provided by the county. For more information, contact Tom Lundy, County Manager, Catawba County, P.O. Box 389, Newton, North Carolina 28658, (704) 465-8201.

The village of Angel Fire, New Mexico, participates in the Career Day Program sponsored by the Great Southwest Council of Boy Scouts. The Boy Scouts maintain a list of speakers who go into area high schools and talk to students about their chosen careers. Such discussions also serve as a learning forum about what local governments do. For more information, contact Randy Forrester, Village Administrator, Village of Angel Fire, P.O. Box 610, Angel Fire, New Mexico 87710, (505) 377-3232.

Fast Facts

Location:	Alhambra, California
Name:	Speakers Program to Educate Alhambra's Kids (S.P.E.A.K)
Origin:	S.P.E.A.K. was initiated by J. Parker Williams, a former member of the Alhambra City Council who now serves on the Alhambra Board of Education. The program was piloted in 1988.
Participants:	Third- and eighth-grade students in nine schools in the Alhambra School District.
Goal:	S.P.E.A.K. is designed to familiarize students with the processes of local government, provide them with positive role models, stress the importance of education and goal-setting, and to encourage students to take advantage of the variety of city services available to them.
Activities:	Approximately forty city employees participate as speakers representing all departments at all levels. The speakers attend a speaker orientation to learn about the program's goals and to offer their input as participants. Speakers are grouped into pools and assigned to one of nine elementary schools. Every three months the pools rotate, allowing students to meet a variety of speakers throughout the year. When a teacher believes that a speaker will fit into class activities, he or she arranges with the speaker a day and time for a visit.
Materials:	**Third-grade folder:** includes a welcome letter from the city council, a "fun book" of educational cartoons, games and puzzles about the city of Alhambra, a city organizational chart, and a S.P.E.A.K. pencil. **Eighth-grade folder:** includes a welcome letter from the city council, a more sophisticated and challenging "fun book," a city organizational chart, and a S.P.E.A.K. pencil. **Teacher's folder:** includes a welcome letter from the city manager, a step-by-step description of how the program works, a list of names and phone numbers of the city's appointed officials, a brief history of Alhambra, city organizational chart, and city economic profile. **Speaker's folder** includes program information packets, tips on delivering a speech, a list of speakers, the history of Alhambra, an organizational chart, and the city's economic profile. Program information packets are sent to teachers to confirm a speaking engagement. The packets include a program overview, an appointment card, the speaker's picture, a brief bio card, and an evaluation card. A complete slide library with visuals of the many different departments and services offered by the city is also available.
Cost:	The cost of the entire program is $6,914, which includes enough supplies to last three years.
Contact:	Jeff Hobbs, Program Coordinator, City of Alhambra, 111 South First Street, Alhambra, California 91801, (818) 570-5012.

City of Alhambra

WELCOME 3rd GRADERS!

This is your City, and we'd like to "S.P.E.A.K." to you about it. The Speakers Program to Educate Alhambra's Kids, will tell you about the services and people that help make Alhambra a nice place to live.

To help you find out more about the City of Alhambra, we've put together a Fun Folder filled with games, puzzles and comics. The Fun Folder will make it easy for you to learn about the history of your City, the many ways our City government works, and a lot more.

We hope you enjoy meeting the City employees who will visit your classroom throughout the year. If you have any questionk about the City, or if you can think of a way to make this program better, you can write to: S.P.E.A.K., c/o City of Alhambra, Public Information Office, 111 South First St., Alhambra, CA 91801.

Sincerely,

The Alhambra City Council
Michael A. Bianco, Mayor
Barbara Messina, Vice Mayor
Talmage V. Burke, Councilmember
Mary Louise Bunker, Councilmember
Boyd G. Condie, Councilmember

HOW TO GET INVOLVED IN CITY GOVERNMENT
THAT'S RIGHT! THE PUBLIC (PEOPLE LIKE YOU AND ME) CAN ATTEND CITY COUNCIL MEETINGS!
THIS IS THE CITY COUNCIL! IT ALWAYS HAS FIVE COUNCIL MEMBERS! THEY TAKE TURNS BEING MAYOR EVERY NINE MONTHS! THEY MAKE AND AMEND LAWS!
LET'S GO!
IF THERE'S AN ISSUE YOU THINK IS VERY IMPORTANT, YOU CAN ADDRESS THE COUNCIL FOR UP TO 5 MINUTES!
JUST GET A SPEAKER'S REQUEST CARD WHEN YOU ENTER THE COUNCIL CHAMBERS!
SOMETIMES, MANY CITIZENS COME TO COUNCIL MEETINGS TO SPEAK AGAINST SOMETHING...
BOO!
...OR IN FAVOR OF SOMETHING ELSE!!
HOORAY!!
BUT WHAT'S IMPORTANT IS THAT YOU SPEAK YOUR MIND!
I MEAN DEMOCRACY ONLY WORKS WHEN PEOPLE ARE WILLING TO PARTICIPATE! RIGHT?
RIGHT!

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Tours of Facilities

Tours of facilities can enhance the study of almost all school subjects. A tour of government buildings is of obvious merit for civics and government classes. Viewing a water treatment facility or landfill may benefit science classes; seeing the county courts and jails may bring the subject home for law-related education classes. Send a booklet of available tours and possible themes to area schools and youth groups.

Student evaluations indicate that students are often confused by a whirlwind tour of facilities. Focus instead on one aspect of the local government. Coordinate your tour with a theme or topic being explored in the classroom. Encourage teachers to visit the site and meet with guides to organize a tour appropriate to the grade level and the topics studied.

To prepare students for their visit, provide a list of people that they will meet, terms that they might hear used, ideas for questions, and guidelines for proper conduct and dress. Make sure that all participants have a schedule with the places and times of all meetings and the names and phone numbers of contact persons.

When students arrive, brief them on what they will be doing. If students have not had previous exposure to local government, preface the tour with an introductory talk by the mayor or manager or by showing a video or slides. Before embarking on your tour, break large groups of students into groups with fewer than twelve students. This will enable everyone to see and hear the guide. Encourage questions throughout the tour, but make sure that the entire group is assembled when answering. You may want to have checkpoints along the way where you can stop to brief students and answer questions.

Work with teachers to organize follow-up activities. Certificates or coloring books will remind students of their visit in the ensuing months. Many programs offer a tour in the morning followed by an afternoon council meeting or academic competition. Homework assignments can include writing essays on what was learned or questions raised. Other appropriate follow- up activities include interviewing government personnel about their roles and responsibilities, writing a letter to the mayor and council about an issue that the class deems important, or clipping newspaper articles on matters of local government for the class bulletin board.

Fast Facts

Location: Cupertino, California

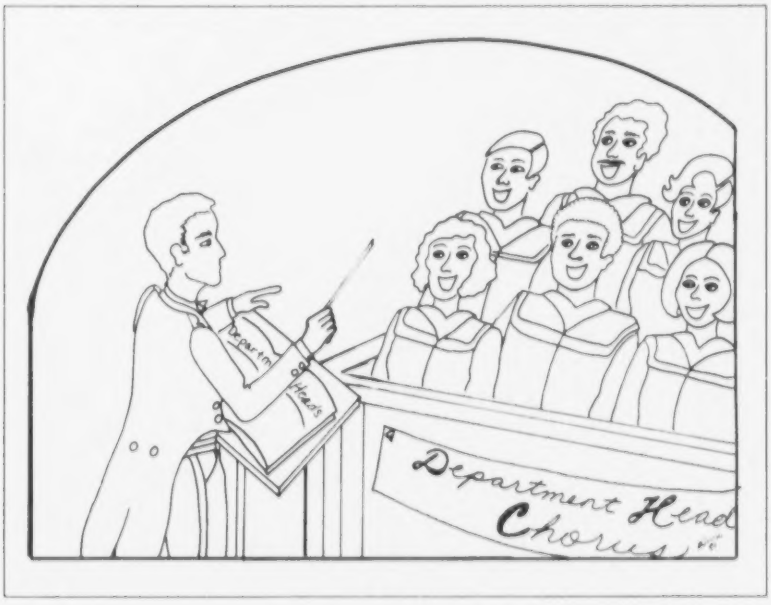
Name: *Student Week in Neighborhood Government (SWING)*

Origin: SWING was created by the city of Cupertino's Public Information Office and is held in cooperation with the Cupertino Union School District. SWING was piloted in 1989.

Participants: During one week, approximately 300 students from grades three to eight take part in the program.

Goal: The SWING program was developed to give students an opportunity to ask city officials questions and discuss community concerns with them, to involve students in the local government process and to familiarize youngsters and their parents with the responsibilities of each city department so that they know where to direct calls for service. Older students gain practical experience in the government process through role-playing activities.

Activities: The SWING program uses tours to teach about local government. After third-grade classes participate in a short question-and-answer session, employees take them on a tour of the facility. Members of the elementary schools' student council also tour city hall and speak with one or more council members during their visits. Teams of student council members compete in "Totally Tino," a game show designed to test knowledge of their city government. The week ends with a mock council meeting among eighth-grade students.



SWING SCHEDULE OF TOURS

Monday, March 20

Lincoln School 3rd-Graders
10 a.m.

Fremont Older School Student Council
2 p.m.

Tuesday, March 21

Garden Gate School 3rd-Graders
10 a.m.

Stevens Creek School Student Council
2 p.m.

Wednesday, March 22

Faria A + School 3rd-Graders
10 a.m.

Regnart School Student Council and
Collins School Student Council
2 p.m.

Thursday, March 23

Lincoln School 3rd-Graders
10 a.m. and 2 p.m.

Materials: Younger students receive the "City Hall Coloring Book," featuring illustrations of department heads and brief jobs descriptions. Older students receive an iron-on patch of the city logo. Take-home materials for older students will vary each year.

Contact: Donna Krey, Public Information Officer, City of Cupertino, 10300 Torre Avenue, Cupertino, California 95014, (408) 252-4505.

The City Manager

Because running the city is such a big job, the City Council hires someone to help them--someone who works every day at City Hall and who knows all about making a city operate smoothly. This person is called the City Manager. He is much like the president of a company, because he has many people in different departments working with him. His job is to make sure the city is taking care of the needs of everyone living in Cupertino.

All city departments report to the City Manager.

Fast Facts

Location: Fairfax, Virginia

Name: Fairfax Court Tour Program

Origin: The Fairfax County Court Tour Program was introduced in 1986. It is part of the Virginia Court Docent Program, which has operated in Virginia since 1976. The local program is supported by the Fairfax Bar Association and is coordinated by Jeanette Sheridan, past president of the Virginia Lawyers Auxiliary, who has been instrumental in promoting the Court Docent Program concept statewide.

Audience: Eighth-grade civics students.

Goal: The guiding motive behind the Virginia Court Docent Program is to educate Virginia's young people about the civil and criminal judicial system. The judicial center tour provides hands-on experiences that help promote student interest and understanding of the judicial system and builds

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I. Introduction
II. Teacher Instructions
  A. Selecting Students
  B. Guest Speakers
  C. Bus Transportation
  D. Instructions for Coordinating Students
  E. Verdict Information Regarding Trials Observed
  F. Evaluation of Program
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  B. Journal Writing
  C. Essay Contest
VII. Bibliography
VIII. Appendices
  A. Map of Courthouse
  B. Request for Approval of Unusual Field Trip
  C. Request for Field Trip
  D. Student Field Trip Permission Form
  E. Student Evaluation Form
  F. Teacher Evaluation Form

a fuller appreciation of the state laws that affect them. It is hoped that students will ultimately show a greater respect for their legal and judicial systems.

Materials: The twenty-nine-page handbook is designed to help classroom teachers prepare students for a visit to the Fairfax County Courthouse and its facilities. This guide includes suggestions for choosing students, instructions and procedures for the day's activities, a schedule of the tour, and student and teacher evaluation forms. Resources for finding guest speakers, references, student questions, and activities are also included.

Contact: Don Nichols, Social Studies Curriculum Specialist, Department of Instructional Services, Fairfax County Public Schools, 3705 Crest Drive, Annandale, Virginia 22003.

IV. Schedule of Tour

9:15	Docents meet class, which has been divided into two groups, at information booth; docents take students to Circuit Courtroom for orientation.
9:30-10:00	Meet with Circuit Court judge. Judge makes presentation and expects prepared questions related to Circuit Court by students.
10:00-10:45	Tour jail. Slide presentation in jail; inmates talk with students.
10:45-11:55	Visit Circuit Court.
11:30-12:00	Visit General District Court (optional).
12:30-1:15	Meet with Juvenile Court personnel. Students should have prepared questions related to Juvenile Court.
1:15	Return to school.

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Fast Facts

Location: Virginia Beach, Virginia

Name: *I Am A City*

Origin: The program was developed by the city's Public Information Office.

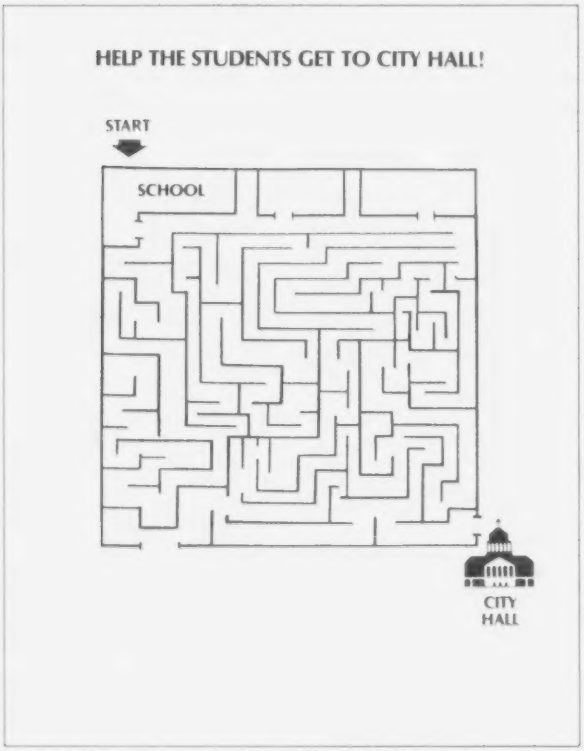
Participants: 1,000-1,500 students in third and fourth grades.

Goal: I Am A City is designed to teach students how government will affect their lives and how they can affect it and to instill a sense of civic pride and responsibility.

Activities: Virginia Beach's program includes a visit to the city council chambers where students view a video. City staff members present a lecture on local government.

Materials: Each student receives "A Government Guide for Children," a seventeen-page workbook including coloring sheets, games, puzzles, and lessons developed by the Public Information Office to help students learn about local government. The video is available on loan for teachers who cannot bring their classes to the city hall, and workbooks are sent on request.

Contact: Linda Stephenson, Office of Public Information, City of Virginia Beach, Municipal Center, Virginia Beach, Virginia 23456-9080, (804) 427-4111.



Additional Model Programs

Adopt-A-School:

The city of Virginia Beach, Virginia, Highway Division participates in the local Adopt-a-School program. The department has created a slide show, coloring book, stickers, and a sign displaying the school motto for the elementary school's career day. By participating in the program, the Highway Division's visibility is increased in the community and students are educated about the services and job opportunities with the city. For more information, contact Vasilios Hadjiyiasemi, Highway Operations Coordinator, Public Works/ Highway Division, 1929 Landstown Road, Virginia Beach, Virginia 23456, (804) 427-7470.

Teen Court:

Several communities offer programs that encourage students to serve as judge and jury in courtroom situations. Plainview, Texas, has had a Teen Court program since 1986. Its goal is to encourage teens to take responsibility for their violations. The mayor presides as the judge; teens serve as jurors. After a teen defendant has offered an explanation for his or her crime, the jury assesses the defendant community service hours based on the severity of the offense. For more information, contact Barbara Sullivan, Municipal Court Judge, 108 West 9th Street, Plainview, Texas 79072, (806) 296-1176.

Competitions:

Academic competitions can motivate students to master information. A competition may reward students able to relay their knowledge. The Close Up Foundation's Citizen Bee competition and high school quiz bowls are examples of these competitions. Other competitions reward artistic or literary skills. Winning entries in the Local Government Management Short Story Competition sponsored by the Institute of Municipal Management in Australia are published in their monthly magazine. You may want to explore the possibility of initiating a community competition or of adding a local government component to existing competitions.

Chapter Seven

Designing and Adapting Courses and Curricula

This chapter provides information on how to organize a course on local government. Curriculum guides can be used by teachers or by local managers or mayors to introduce students to the structure and the functions of government. A section on internships follows the discussion of curriculum. Internships are an excellent addition to a course in local government because they allow students (or teachers) to experience what they are studying in the classroom.

What is a Curriculum?

A curriculum is essentially a plan of action — the blueprint for what will be taught. You may want to develop a unit on local government to be taught by you and your staff or for teachers to use in their classrooms. Curriculum guides can cover the course of a year or one specific unit of study.

Curriculum guides often include other programs: they provide background information and additional exercises to accompany the material covered in textbooks, daily lesson plans, guides for tours and speakers, and resources for further research. Teachers report that the curriculum guides that they find most useful include the following components:

- Unit calendar outlining the course of study and the subjects covered
- Comprehensive goals and objectives
- Daily lesson plans with options for other types of activities
- Evaluation strategies.

Designing a Unit Calendar

A unit calendar outlines what should be studied, the length of time to be devoted to the unit, and an appropriate order of activities. Before beginning a curriculum guide, ask teachers in your area how much time they can devote to a unit on local government. A unit's length should be flexible to expand or contract to meet individual needs.

Most teachers report that they have fewer than three weeks for a study of all aspects and types of local government. Given these time restraints, you will need to decide which aspects of local government to emphasize. How important is it that students know about forms of government other than yours? Will the unit discuss the many layers of local government, including municipalities, counties, and special districts, and their interrelationships? Will your unit focus on one particular issue or give an overview of the many issues confronting your government?

Establishing Goals and Objectives

Use the guidelines in Chapter Two to write goals and objectives for your unit of study. These objectives should help prioritize your options. These priorities will differ according to the issues in your community and the age and ability level of your audience. Some curricula introduce the roles and responsibilities of each department in a city or county, but do not enable the study of any one department in detail or the examination of the interrelationships of agencies and departments. Other units allow more time for study of one topic in-depth. The author of "Teaching Local Government Painlessly" advocates focusing on the county budget to explore the many aspects of local government. He suggests that this approach heightens student interest and allows poor readers to participate.[1] Other curricula focus on land-use planning, citizen participation, or problems faced by local governments. You will need to decide which focus meets your goals most effectively.

Writing Lesson Plans

Once you have identified the elements of local government to be included, you will need to organize these sections. Your unit should begin by introducing students to local government and piquing their curiosity. Start with the basics. Don't assume that students — or teachers — have background knowledge about local government. Several programs begin with a classroom visit by the manager or assistant manager. Others open with a video or slides. You may suggest brainstorming activities for the teacher and students to explore what they already know about their government and what they would like to find out. Students can list services provided by the city and county or predict what would happen if their local government shut down.

Each subsequent lesson should reinforce what has been learned and introduce new material. Try to make lessons flexible enough to be taught independently of the unit so that teachers can incorporate them into other studies. Teachers may want to introduce the budget of the local government at the same time as the federal budget process. Or they may want to introduce a lesson on planning to help students understand the government's role, for example, in the decision to close their school and convert the building into condominiums.

Lesson plans are typically written for each class period. In most secondary schools, class periods last 40 or 50 minutes. Many elementary schools still have one teacher for all subjects, which may allow the teacher more flexibility in moving from one subject to the next. Elementary school teachers may be interested in lessons that teach a variety of skills in several subject areas.

In addition to a synopsis of activities, lesson plans often include a list of specific objectives, materials needed, and the time spent on each activity. Because each student learns differently, a good curriculum offers a variety of learning activities. Balance the curriculum among activities that require students to read, listen, watch, and do. Include alternate activities for each lesson or section so that teachers can select those most appropriate for their students.

The most useful curriculum guides include materials to help teachers carry out learning activities. These resources may be included within the guide or in a separate handbook. Background

information, masters for student handouts, and an annotated bibliography are among the materials teachers find helpful. Materials for teachers can also suggest ways to present videos, council minutes, or slides.

Evaluating What Students Have Learned

Because teachers must assess student learning, give a grade, and rank students in comparison with one another, you may want to include evaluation techniques in the curriculum. Consider multiple-choice tests, matching exercises, vocabulary terms, essay questions, oral reports, or other concluding activities. Your evaluation should determine whether students have met the objectives outlined at the beginning of the unit.

You may want to also suggest giving points to students who attend various city or county functions. Students from Anniston High School in Alabama, for example, receive one-half of a point toward their final grades for each council meeting they attend.

Fast Facts

Location: Campbell, California

Name: *Campbell: Your City*

Origin: This cooperative effort of the Campbell Union School District and the City of Campbell was introduced in third-grade classrooms in the fall of 1986.

Audience: Third-grade social studies students.

Goal: The student handbook and teacher's guide were developed to serve as an introduction to Campbell municipal government in order to improve and augment the local government curriculum presented in Campbell schools.

Materials: **Student handbook:** The book relates the history, geography, and educational system of the city and discusses the structure of and people in the government. An organizational chart, emergency phone numbers, and maps of Campbell are included. Worksheets on the services that government departments offer help to reinforce learning.

Teacher's guide: The teacher's guide includes an introduction to local government in general and to Campbell's government in particular and briefs teachers on the history of the city. Suggested student activities, available tours and speakers, a slide show, and a video tour of city facilities are also included.

Contact: City of Campbell, 70 North First Street, Campbell, California 95008.

WHO NEEDS CITY GOVERNMENT

Imagine waking up bright and early some morning and looking outside. The street light has fallen in the middle of the street. Two cars have crashed because there are no traffic lights! The garbage is piling up outside, and the flies and bugs are buzzing about the cans. A large tree has fallen across the sidewalk.

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Fast Facts

Location: Catawba County, North Carolina

Name: *Catawba County Government*

Origin: The unit was designed by three third-grade teachers and written by a county intern with the assistance of Catawba County government departments and agencies. It was completed in June 1989.

Audience: Third-grade students.

Goal: The goal of the unit is to introduce local government, and specifically the county government, to the students, making sure that they are able to differentiate between different levels and are aware of the local services provided. It is hoped that the couse will begin a lifelong participation in local government.

Materials: The three-ring binder for teachers includes a series of lesson plans, student handouts, and a list of resources. Each lesson plan identifies which North Carolina Competency-Based Goals it is designed to meet and gives a brief description of the material the lesson will introduce. Lesson plans include suggestions for class activities, discussion questions, and independent activities. The many puzzles, stories, and worksheets help students learn about the county. A videotape and a budget simulation exercise are also included in the unit.

Cost: Funding was made possible by the Catawba County Board of Commissioners.

Contact: Tom Lundy, County Manager, Catawba County, P.O. Box 389, Newton, North Carolina 28658, (704) 465-8201.

Suggested Sequence of Catawba County Lesson Plans

I. Introduction

II. Introduction to Catawba County

III. History of Catawba County

IV. Catawba County Government General Government

V. **Human Resources**
- Department of Social Services
- Public Health
- Mental Health, Mental Retardation, and Substance Abuse

VI. **Public Safety**
- Sheriff's Department
- Safety Education
- Protective Services
- Animal Control Shelter

VII. Planning and Development

VIII. Catawba County Library System

IX. Solid Waste

X. Waste Water Treatment Plants

XI. Environmental Quality
(Agricultural Extension, NC Soil and Water Conservation, and NC Forest Service)

XII. Budget

XIII. Simulation

YOU GUESS IT

R A N E E E I E N S X M N A L P A R T E
E C S E E U V B E N P I N Y B V S E A I
B G E E U X G O A O E R E S N L S D S U
F R E A X R X N T N U S O W O D E S N B
N I E S R A N R O N E N I C X S E T T R
C W V B E U T M S E S N U W E A E E E T
W O E E A L E E E E V A G M S S G I N L
E O U L Y R S A S E M G A L B N S T R G
S M S N A E A L N E R F N G A E A S R I
E U P U T B A L E V R E E E N B R A E A
O A D A W Y R R P A P L N A D E P S V Y
U E P A E V T S X N G A S G A U S N E M
N A T T R S G M E O T O M S E T R R N W
U A E O U E N T A N N D O O U A D N U A
C N F B T G L L E N O C N R R A M G E S
A E R N N S S L R P A U E E X G O R S X
U B U D G E T B R E D G Y E B N S A E N
G E S N E W V S S M R R E E U A Y N T S
E E S O O L S A R A G G M R R B L T G E
N E S E M E N S V X E O D M I G O S G R

MONEY
ANNUAL
CATAWBA
FIVEYEAR
PROCESS
BUDGET
REVENUES
PLAN
TAXES
GOALS
EXPENSES
COUNTY MANAGER
NUMBERS
GRANTS

Judging from the the words in the word list, I can guess that the title of this puzzle should be _____.

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Fast Facts

Location: Eugene, Oregon

Name: *Focus on Eugene: A Unit on Local Government for Students and Teachers*

Origin: This unit was developed in 1987 by Betty Shoemaker and the Eugene Public Schools with assistance from the city of Eugene.

Audience: Third-grade students.

Goal: *Focus on Eugene* is designed to introduce third graders to the many services that the city provides.

Materials: The 93-page curriculum guide includes units on Eugene's city departments for instruction over a three-week period. Daily lesson plans involve students in a variety of activities, such as creating an organizational chart, creating pie graphs of income and expenditure, and simulating a budget committee public hearing. The curriculum guide also includes suggestions for:

- Tours assigned by proximity to each school
- Speakers
- Ways that the unit fulfills objectives in other subject areas
- Resources for teachers and students to learn more about local government.

The unit begins with a short story, illustrated by a third-grade student, in which many city services are introduced. We follow a young boy's adventures as he tries to recover his two pets — his dog and his pet rock. Subsequent lessons are introduced in excerpts from the Focus on Eugene Video, which engages students by starring children. A script of the video is included in the curriculum guide. Throughout the unit, themes are child-oriented. An account of bicycle thefts, for example, is used to explain the activities of the police department. A series of worksheets, guidelines for reports, and puzzles helps students discover the many aspects of local government.

Contact: Philip Weiler, Public Information Specialist, 777 Pearl Street, Room 105, Eugene, Oregon 97401, (503) 687-5010.

Focus on Eugene

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—*The State of the City*	
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—Eugene Public Library Brochure	
—Tour Tips	

FOCUS ON EUGENE OVERVIEW

	SUNDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	**Introduction** *Read Greg's Bad Day	**Eugene Parks Recreation and Cultural Services** *Watch Video "Swimming Lessons" *Choose one of listed activities	*Choose from listed activities	**Eugene Police, Fire and Emergency Services** *Watch Video "Stolen Bikes" *Choose from listed activities	*Choose from listed activities
Week 2	**Eugene Public Works** *Watch Video "Metropolitan Waste Water Treatment Plant" *Choose from listed activities	*Choose from listed activities	**Lane County Animal Regulation Authority** *Watch Video "A Hurt Dog" *Choose from listed activities	*Choose from listed activities	**Eugene Public Library** *Watch Video "Book Reports" *Choose from listed activities
Week 3	**Eugene Public Library** *Choose from listed activities	**Other City Services** *Choose from listed activities	**Organization of the city** *Create an organizational chart for the city	**City Budget** *Create pie graphs to show city income and expenditures	**Simulation** Budget Committee Public Hearing/ Simulation

GREG'S BAD DAY

Have you ever read that story about the boy who had a terrible, horrible, no good, very bad day? Well, Saturday I had one of those days myself.

It all started when I decided to give my dog a bath in the tub.

I had been working hard on a report for school. I had just finished writing it. I folded it, stuck it inside my library book and laid it on the corner of the coffee table so that it would be

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Fast Facts

Location: Minnesota

Name: *Cities and City Management*

Origin: *Cities and City Management* was developed by the Minnesota City Management Association in 1986.

Audience: High school students.

Goal: This curriculum is designed to supplement a general study of government.

Materials: The curriculum is flexible so that it can fit into the teacher's schedule — the study of local government can take from two to ten classes. The curriculum guide includes daily lessons, a true/false quiz on the council-manager plan, and vocabulary terms. A video on city management is also available for teachers to use in their classes. The major component of the curriculum is a city council role-play exercise, designed to take from one to three class periods to complete, depending on the wishes of the teacher and the level of interest of the students. The curriculum describes the role play, including a description of the town, the proposal by some citizens to operate a video arcade, and detailed character sketches.

Contact: Current president of MCMA, or Secretariat: Dr. Robert Barrett, Urban Studies Institute, Mankato State University, Box 25, Mankato, Minnesota 56001, (507) 389-1714.

Senior High Curriculum

Cities and City Management

Goal: To increase the awareness and understanding of students of the operation of city government with emphasis on the Council-Manager form of government.

Objective #1: To increase knowledge level of students about city government and Council-Manager form.

TASKS
- A. Read background material on city government provided by ICMA and other sources.
- B. Audio-Visual
  1. City Manager (Administrator) to speak to class on how cities operate and are organized.
  2. View film or film strips on city government.
- C. Field trip to local City Hall and/or sit in on a Council meeting.
- D. Learn the meaning of the 20 most common terms of city government.

Objective #2: To gain an understanding of how the Council-Manager system works to accomplish city goals and resolve conflicts.

TASKS
- A. Small groups of students review a case study and identify the major issues and develop a resolution to the issues.
- B. Role play a City Council deciding an important issue at a public hearing.
- C. Students write a paper on the Council-Manager form of government using secondary and primary sources.

Fast Facts

Location: San Mateo, California

Name: *Local Decisions*

Origin: Local Decisions was initiated by the San Mateo County Office of Education in 1984 when an invitation was extended to a group of elected officials, educators, and public administrators to join a local government curriculum task force. Judy Belk, at the Association of Bay Area Governments, wrote the curriculum.

Audience: High school students.

Goal: Teachers agreed that students needed more exposure to local government, as well as curriculum materials suitable for classroom use. Local Decisions was designed to fill this void.

Materials: This three-week unit contains six lesson plans. The materials are designed so that teachers can use all or portions of each lesson. Lessons begin with an outline of recommended and optional activities and teaching tools. Teacher notes and samples of student worksheets follow. Masters for all student worksheets are included in a separate student packet and can be reproduced in the quantities required for classroom use.

The 199-page guide includes a wide range of activities, pretest and attitude survey, glossary of local government terms, maps, slide show, and suggestions for tours, speakers, and readings.

Cost: Funding was secured from the San Francisco Foundation.

Contact: Association of Bay Area Governments, P.O. Box 2050, Oakland, California 94604, (415) 464-7910.

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Day 1	Day 2	Day 3	Day 4	Day 5
LESSON ONE — UNIT	**INTRODUCTION**	**LESSON TWO — LAND**	**USE**	**LESSON THREE - ORGANIZATION & SERVICES**
1) Overview (Unit) 2) Pretest (Activity A) 3) Attitude survey (Activity B)	4) Selection & distribution (Activity C) **Optional:** Assign community survey (dependent if you plan to use it Lesson Five	1) Introduction to lesson (Activity A) 2) Property Rights (Activity B) 3) Homework — Planning/City Considerations (Activity C)	1) Planning Commission Simulation (Activity D) **Optional** - City Charters - Know Your City - Samples * 2) Homework — Local Finances (Activity E)	LECTURE - Division of Powers - Organization - Local Finances (Review homework) - Ethics - Services **Optional** Who's in Charge of Government?
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
LESSON FOUR REGIONAL ISSUES	**LESSON FIVE**	**101 CORRIDOR STUDY**		
1) Regional Dictionary (Activity A) 2) Regional Perspective (Activity B) 3) Homework — How well do you know 101?	1) Review Homework (Activity A) 2) Introduce Problem Parcel (Activity B)	Continue Activity B 1) **Optional** — If community surveys were assigned — review 4) How serious is the problem? (Activity C)	Discuss Activity C 2) Alternative Solutions (Activity D)	Continue Activity D **Optional** Potential Solutions
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
LESSON FIVE			**LESSON SIX — REVIEW**	**& EVALUATION**
Continue Activity D) 3) Introduce position statement (Activity E)	Post Posters (Activity C)	1) Present Posters Hold a mock hearing before another class or invited public (If not in front of class read Pos. statements to class)	Debriefing — reaction to various activities Review material that was presented throughout unit	Evaluation — Post Test A) Guide Survey Additional teacher made evaluation or debriefing discussion

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Courses With Internships in Local Government

Working in government agencies or departments offers teachers and students an opportunity to experience what it is like to work in government. Internships can benefit any age group; they offer high school and college students an opportunity to explore possible careers and allow teachers to gain a greater depth of knowledge about the inner workings of the government. A program for teachers can include a component for them to share what they have learned about local government with their colleagues. Internships also have the advantage of being relatively inexpensive for local governments. Some programs offer a small stipend; others offer credit for a course of study.

Before establishing an internship program, you will need to determine the goals and objectives of your program and the group that you will employ. Good internships combine classroom activities and an opportunity to reflect on experiences working in a governmental department or agency.

Fairfax, Virginia, offers a comprehensive political science course with an internship component. During the first semester of the course, students examine theories of government and the impact of those theories on the development of governments and political institutions. During the second semester, students are interns for eight to ten hours per week in government and government-related agencies and participate in seminar discussions on decision-making practices in American democracy. Students meet once a week in a seminar with their teacher to discuss readings, analyze the decision-making process at the intern site, discuss political issues, and prepare reports on contemporary issues related to the internship.

Through their Adopt-a-High School Senior Program, Broward County, Florida, sponsors a career development program designed to enhance the self-esteem of students, identify areas of public service career interest, provide advice and experience in employment interviewing and resume writing, and provide entry-level public service work experience. Economically disadvantaged students are the target audience, particularly minorities and women. The program's objectives are to establish students as role models and to attract participants to the regular Broward County government workforce and to careers in public service.

Fast Facts

Location: Des Plaines, Illinois

Name: Clinical Government

Origin: Developed by high school social science chairman Eric Edstrom and Des Plaines city clerk Eleanor Rohrbach. Piloted in 1975.

Participants: Thirty-six high school juniors are selected on the basis of their interest and academic achievements.

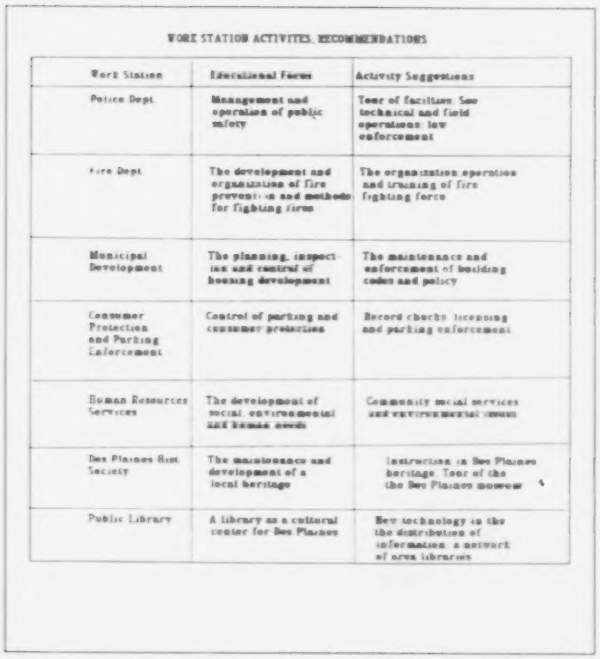
Length: Three weeks in June.

Goal: Clinical Government is designed to appeal to youth who would be the community leaders of the future and to allow them to participate in the local government process.

Activities: Students attend two-hour classroom sessions led by Edstrom and to which many guest speakers are invited. After these classes, which take place in the city hall building, students take part in two hours of work in individual city departments. In addition, clinical government students are required to attend a Des Plaines city council meeting. Students receive credit for this course.

Materials: The course includes a bibliography of resources, as well as a required text and films.

Contact: Karen Henrikson, Public Relations, City of Des Plaines, 1420 Miner Street, Des Plaines, Illinois 60016, (708) 391-5312.



WORK STATION ACTIVITIES, RECOMMENDATIONS

Work Station	Educational Focus	Activity Suggestions
Police Dept.	Management and operation of public safety	Tour of facilities. See technical and field operations: law enforcement
Fire Dept.	The development and organization of fire prevention and methods for fighting fires	The organization operation and training of fire fighting force
Municipal Development	The planning, inspection and control of housing development	The maintenance and enforcement of building codes and policy
Consumer Protection and Parking Enforcement	Control of parking and consumer protection	Record checks licensing and parking enforcement
Human Resources Services	The development of social environmental and human needs	Community social services and environmental issues
Des Plaines Hist. Society	The maintenance and development of a local heritage	Instruction in Des Plaines heritage. Tour of the the Des Plaines museum
Public Library	A library as a cultural center for Des Plaines	How technology is the the distribution of information. a network of area libraries

Engineering	The storage and use of engineering data and concepts in the city	The operation and development of Des Plaines through engineering
Administration	a. City Clerk b. City Manager c. Public Relations	The work operation and management of local government
Clean Community	Helping to provide a clean community	Cleanup projects and efforts to maintain a community support for a clean, orderly town
Senior Citizens Center	Provide facilities for senior activities and programs	Youth / Senior interaction. Projects and service for seniors
Township Gov't.	Social services, emergency aid and the operation of local government	Tour of social centers and understand township government
District Court	Local administration of justice	Attend court cases and observe the way the courts operate
Public Works	The maintenance of roads, water supply and snow removal	Public works projects and tour of public works facilities
Community Outreach	Assistance to minorities and others in need	Social work visitations community projects

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Unit Calendar
Des Plaines Clinical Government Program

Week I

June 16
Course introduction; distribution of Des Plaines city council meeting minutes and agenda; five principles of government; classroom simulation on Des Plaines government; discussion.

June 17
Debriefing from city council meeting on June 16; slide lecture on Des Plaines history—Des Plaines Historical Society director, R. Welch; the surrounding area of Des Plaines and its relationship to the suburban communities and the city of Chicago; discussion; report to designated work stations.

June 18
Des Plaines "Superblock"—lecture by city planner and University of Illinois interns; question discussion session; film: "The Changing City"; discussion; report to work stations.

June 19
Des Plaines and Chicago as seen in *Boss*, by Mike Royko. The influence of Chicago on the surrounding suburban communities; discussion and debate: "Should suburban communities help support and rebuild the large urban centers?"; film: "Megalopolis"; meet in designated work areas.

June 20
Local issues in the state legislature—a simulation; discussion about governmental cooperation at the state and local levels; debate: "Does the local government need home rule to better solve its problems?"; Film "Man in the Middle: The State Legislator." Discussion; report to designated work areas.

Week II

June 23
Politics and the operation of government; history of politics in America—the role of local government and the citizen in the political process; discussion; film: "True Story of an Election." Test on local government; groups B and C attend traffic court session; groups A and D report to work stations.

June 24
A counter-proposal to state government; debate: "Should we reorganize state government?" Services and contributions of state government to the federal system in America; discussion.

June 25
Power Politics in Illinois—a simulation; Mayor Daley as a source of power in state and local politics; discussion; meet in designated work areas.

June 26
The Illinois constitution of 1970; citizen involvement in state government; major issues in Illinois politics; book review on *Boss* due; groups A and D report to court jury trial; groups B and C report to work stations.

June 27
Review of Illinois state government; test on state government; report to designated work stations.

Week III

June 30
The national government: a mirror of local and state government; regional interests and politics; film: "The Making of the President, 1960." Discussion of the presidency; report to designated work stations.

July 1
The organization and operation of national government; executive, legislative, and judicial prerogatives; film: "President of the United States: Too Much Power." Meet with public service employees at designated work areas.

July 2
Review of the federal government; submit book review on *Johnny, We Hardly Knew Ye*; discussion; test on national government.

July 3
Makeup tests for absentees; submit diaries of clinical experiences; evaluation of the course via written evaluations and discussion; speech by Congressman Mikva: "The Congressman and his Service to Local Communities." Press conference with city officials and the local press.

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Resource Guides

Resource guides are similar to curriculum guides, but their goal is to alert teachers to avaiable resources rather than to outline a specific course of study. In Eugene, Oregon, for example, the Citizen Involvement Committee and area teachers developed a resource guide for kindergarten through twelfth grade. *City Hall: What's In It For You?* is designed to build teachers' understanding of local government services and to supplement existing curricula on local government and the community.

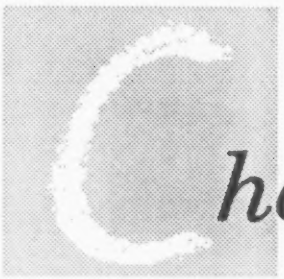
The resource packet contains information about the city of Eugene. The contents of the resource packet include:

- **Publications Directory:** The directory categorizes all city publications and lists where and at what cost publications can be obtained.
- **Speakers Bureau and Tour Directory:** The directory lists speakers and tours that are available through the city.
- **General Information:** Information on the government and history of Eugene are included for teachers to use as background information.
- **Curriculum Materials:** Worksheets and student activities introduce students to Eugene's government, neighborhoods, historic buildings and landmarks, and transportation.

For more information, contact Philip Weiler, Public Information Specialist, 777 Pearl Street, Room 105, Eugene, Oregon 97401, (503) 687-5010.

Notes:

1. George F. Arnold. "Teaching Local Government Painlessly." *The Social Studies*, May /June 1985.



Chapter Eight

Developing Materials for Classroom Use

Three different types of materials are covered in this chapter: texts, coloring and activity books, and videos and slides. Because publishing a text or video is a time-consuming and expensive venture, be sure that there is a need in your community before beginning. Enlist the help of an advisory board of teachers to identify what should be included in these materials. Most teachers appreciate materials that focus on their particular community but indicate that it is important to include information on other types of government as well. Coloring and activity books are relatively inexpensive to produce; many municipalities offer coloring books to students touring city hall or hand out workbooks after speaking to classes of students.

Textbooks

There is no doubt that teachers need texts on local government, particularly in states where the department of education mandates that local government be taught. But writing a text on local government is a costly and time-consuming procedure. In a few states, organizations have pooled their resources for the purpose. North Carolina's ninth-grade textbook project, for example, is a cooperative effort of the North Carolina City-County Management Association, the North Carolina Association of County Commissioners, and the North Carolina League of Municipalities, the Institute of Government at University of North Carolina at Chapel Hill, and the state Department of Instruction. The project will include an introductory video, a textbook and teacher's guide, a longer video to accompany the textbook, and a guide for local managers.

As with any product requiring extensive time and energy, you will need to research the market. At what grade and ability level will teachers and students be most receptive? In what grades are civics, government, and/or the community taught? How many weeks will teachers have to cover the material in the text? What types of activities should be included? Should supplementary materials, such as a teacher's guide or workbooks, be developed to accompany the text? Work closely with educators to determine their needs. As you complete chapters or exercises, have teachers try them with students and provide feedback.

In many areas, a state textbook committee is responsible for reviewing texts and selecting those to be used in the schools. Most of these committees design a list of resources from which districts or schools select specific books. The textbook adoption process differs from state to state. Make sure you know about the process in your locality before developing materials that you hope to sell to schools.

Fast Facts

Location:	Dade County, Florida
Name:	*Metropolitan Dade County: Two-tier Government in Action*
Origin:	Written by Aileen Lotz, under contract with the School Board Superintendent. Published by Allyn & Bacon, Boston, 1984.
Audience:	Twelfth-grade government students, junior high school civics students, and elementary teachers responsible for teaching about local government.
Goal:	The Balanced Curriculum of the Dade County Public Schools contains objectives which relate to local government and specifically Dade County. Many teachers indicate that they are hard pressed to locate materials to use in instructing their students. The text was written to provide instructional materials that inform about local government.

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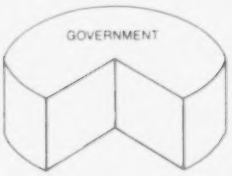
Materials: **The 186-page paperback includes the following three units: "History and Background," "Dade's Metro System Evolves," and "The Future of Local Government in Dade County." Maps, charts, photos, questions and suggested activities guide the student through the discussion. Information on other forms of government and examples from other communities are included so that students can compare and contrast Dade's government with that in other places. Throughout the text, students are encouraged to get involved in the community and shown ways to participate.**

Contact: Copies are available from: Simon & Schuster School Group, P.O. Box 2649, Columbus, Ohio 43216, (800) 848-9500. (ISBN: 205081762)

Functions, finances, and legal interrelationships are intermingled.



Or, we could think of American government as an inter-relating circle.

Perhaps concentric circles with arrows depicting inter-relationships would be even better.

The diagram above may be the best: it allows us to make ourselves the bulls-eye. Citizens of the United States are:

- *Citizens of local government.* They vote in local elections for local government officials. They pay local taxes;
  and they are
- *Citizens of Florida or another state.* They vote in state elections for state government officials. They pay state taxes to help pay for costs of state government;
  and they are
- *Citizens of the United States.* They vote in national elections for President and for members of Congress. They pay taxes to the federal treasury to finance the national government.

This same hierarchy is characteristic of our legal system. At the Constitutional Convention in 1787, delegates of all the 13 states except Rhode Island agreed to give up part of their state's *sovereignty*. They wanted to divide the supreme power, which that term implies, between the states and the national government. Translated into the legal system, it meant that in those areas in which sovereignty had been given up, national laws would be supreme.

We often speak of the national government as the *federal* government. But the underlying concept is that it is a *federal system* where *powers are divided* between the states and the national government.

Cities and counties were not mentioned in the United States Constitution. Some of our older cities and towns became legal organizations long before states were states. Philadelphia was granted its charter by colonial governor William Penn. Over many decades, however, state powers over the units of government within the state were identified. The state determined what kind of local governments would be created: cities, counties, townships, villages, etc. States determined what local governments could do and what they couldn't do. In the system of hierarchical laws, cities could pass *ordinances* (rules, regulations, which have the effect of laws), on matters which were not contrary to state laws. (Counties are a somewhat different case and will be discussed later.) Legally, our system of laws might look like this:

United States Constitution and its provisions/laws, the supreme law of the land

State constitution and laws cannot conflict with national Constitution and laws.

City charter and laws cannot conflict with state or national constitutions or laws.

Fast Facts

Location: Fort Collins, Colorado

Name: *Journey Into Local Government*

Origin: Written by Jon Ruiz, an intern in the city of Fort Collins in 1988, working with Dr. Bill Lamperes, the Educational Services Coordinator for Social Studies.

Audience: Ninth-grade civics students.

Goal: *Journey Into Local Government* was written to respond to a perceived lack of curriculum materials. One of the main objectives was to communicate that local government works because people are willing to get involved and make commitments to improve their community.

Materials: The 63-page text introduces local government by focusing on Fort Collins' city government. Chapters focus on the structure, finances, and personnel of city and county governments. Also highlighted are the student as a community member, the decision-making process, and information on ways to get involved.

The text includes charts and maps, case studies, an interview with City Manager Steve Burkett, and before-and-after pictures. "Reflection questions" encourage students to list ideas and think about alternatives. A glossary at the end of the text defines terms identified in bold-face type throughout the text.

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PLEASE NOTE: Words bolded and underlined are defined in the glossary, beginning page 57.

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Cost: During the first year, the city provided more than 650 copies of the text to the school district at an estimated project cost of $2000.

Contact: Jon Ruiz, City of Fort Collins, 300 LaPorte Avenue, P.O. Box 580, Fort Collins, Colorado 80522-0580, (303) 221-6505.

City government

So far, we have taken a close look at three parts of the local government web - counties, special districts, and school districts. Hopefully, it has started to make sense. As we have moved closer, what might have looked like a tangled mess from a distance now is beginning to take shape. But we haven't talked about city government's part in the web.

Most of us live in cities and towns. Approximately 70% of Colorado's citizens live within the State's approximately 260 municipalities. When traffic lights don't work, parks need mowing, fires break out, swimming classes are needed or streets are snowy, city government gets involved. City government also helps plan for future city growth, protect our natural resources, build streets and bridges, buy books for the library, and ensure residents have water and electricity.

HOW DID CITIES GET THEIR START?

Like the other communities discussed so far, in this city community, people live and work together for common purposes, even though they may not always realize they are doing so. Each person in a city depends upon another person in the city for his welfare and comfort. People rely on the police to protect them from crime. They rely on the fire department for protection from fire. But each person has many more relationships in the city. Each person depends upon others for a job, or he or she may provide jobs for others.

The first communities settled along the river valleys of the Tigris and Euphrates in Mesopotamia, the Nile in ancient Egypt, the Ganges in India, and the Yangtze in China. In these communities, people began to learn how to grow food and to make animals useful to them in farming. People no longer had to wander in search of food. Individuals and families bound together to work and seek protection.

Chapter 4

Cities formed before nations. The city ex-

21

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Fast Facts

Location:	Georgia
Name:	*Local Government in Georgia*
Origin:	Written by Mary A. Hepburn, Carl Vinson Institute of Government, University of Georgia. Copyright 1986.
Audience:	High school students in Georgia.
Goal:	With this textbook, the Carl Vinson Institute seeks to help students meet the state mandate for the study of local government.
Materials:	The 223-page text teaches about Georgia counties, cities, and local special-purpose districts. It shows how local services are delivered. Interviews with local officials and excerpts from newspaper and magazine articles bring the information home to readers. Chapters and follow-up activities enhance reading, community research, writing, map, and critical-thinking skills. A fact sheet on Georgia's counties and a glossary are also included.
Contact:	Publications Program, Carl Vinson Institute of Government, Terrell Hall, University of Georgia, Athens, Georgia 30602.

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Resource Key

Excerpts or articles from Georgia government newsletters and magazines

In the News—Excerpts or articles from Georgia newspapers

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3

Counties and How They Developed

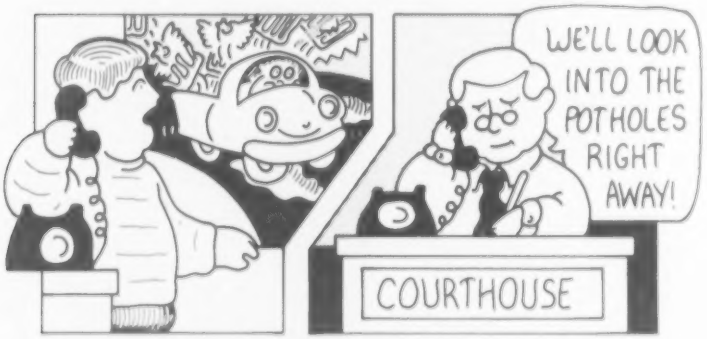
ROSELAKE'S POTHOLES

People on Roselake Road were complaining about the condition of the road. Annie noticed that many of her neighbors had something to say about it when they stopped in at Fred's Corner Convenience Store.

On this hot July afternoon, Annie had parked her bike in the strip of shade by the front window while she went into the store to buy an ice cream sandwich. After she paid Fred, Annie leaned against the front counter, eating the sandwich and listening to Fred chatting with customers as they came and went.

Tony East drove up with a load of lumber in his pickup truck. He complained about the weather and about the road. "That doggone road should have been repaired months ago."

Fred nodded and said, "It's hard on truck tires, I know. It probably isn't safe to go over 25 on it!"



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Variations

Arizona:

In 1986, the Arizona City Management Association wrote *The Council-Manager Form of Government in Arizona*. The 47-page pamphlet includes the following five chapters: "History of the Council-Manager Plan," "Local Government in Arizona," "The City Manager," "Local Government Services," and "Future Challenges." Each chapter ends with several follow-up questions.

Kansas:

Robert Ridgway and Roger Kroh wrote *Activities for Learning About Local Government*, a 24-page paperback for high school students. The book offers an introductory explanation and list of activities for each of the following topics: city government, county government, township government, special taxing units or special service units, the local court system, public schools, elections, paying for local public services, public utilities, public safety, public service as a vocation, how to get the most from a meeting or interview, and using information from levy sheets. For more information, contact Robert Ridgeway, Department of Curriculum and Instructions the University of Kansas, or Roger Kroh, Director, office of Management & Budget, Johnson County, 100E. Park, #209, Olathe, Kansas 66061.

South Carolina:

Five 8-to-12 page modules in *Understanding South Carolina Government* introduce secondary school students to the concepts critical to understanding the operation of state and local government in South Carolina. The modules offer civics and government teachers the essentials of teaching a short course in South Carolina's state and local government. The modules include: The Governor in South Carolina Politics, Political Parties and Elections in South Carolina, The South Carolina General Assembly, City Government in South Carolina, and County Government in South Carolina. The series includes instructional aids such as charts, key words italicized in the text and defined in the glossary, exercises and tasks to discuss, suggested readings, and a trivia quiz. For more information or to order, contact the Bureau of Governmental Research, Publications, University of South Carolina 29208, (803) 777-8156.

Workbooks, Coloring Books, and Activity Books

Workbooks, coloring books, or activity books often meet the need for materials without the commitment in time and money that a textbook requires. Workbooks can provide teachers with materials to be used in their classes or activities for students to take home. Most activity books developed by local governments have targeted young students, but more advanced workbooks can be introduced to older students as well. Students in secondary grades often enjoy such activities as word search puzzles, crossword puzzles, or anagrams. Teachers in your community may be interested in worksheets to supplement the coverage of local government in the text used in their classes.

Local government employees are a rich resource for producing supplemental materials. The city of Cupertino, California's coloring book was designed by a city employee. Because Virginia Beach, Virginia's program uses existing staff and resources, the public

information officer in that city reports that the primary cost of their program is printing—approximately $1.00 per book. In Brentwood, Tennessee, the local newspaper and bank sponsor a civic workbook developed by the city.

Materials that are easy to incorporate into an existing curriculum are more likely to find a market. The resource book developed by the Troy, Michigan, School District parallels the text used in Troy's third-grade classrooms. Because the chapters follow the pattern of the textbook, teachers can use the materials to supplement the text without changing the content or the order of their lessons. As the main text discusses topics in generalities, the district's materials focus on the particulars of the community.

Several communities provide coloring or workbooks in conjunction with a program in local government. Brentwood, Tennessee, offers activity books to fourth-grade students who take part in mock activities at city hall (see Chapter Five). Alhambra, California, has developed activity books for third and eighth-grade classes participating in their S.P.E.A.K. program (see Chapter Six).

Fast Facts

Location: Aurora, Colorado

Name: *Aurora: Do you call it home?*

Origin: Written by Carolyn Simmons and Barbara Milier, Aurora Public Schools, copyright 1982.

Audience: Third-grade social studies students.

Materials: This 85-page workbook/textbook includes a series of activities to engage students in learning about their community. The text begins by exploring what students already know about their community, with an activity entitled, "How I feel about Aurora." Subsequent activities encourage students to learn about Aurora's citizens, geography, and history, and the future of the community. Activity sheets, such as "Worthy Citizens" help students explore what qualities make a good citizen.

Worksheets and puzzles, maps, photos of people and places, and the town song are included to encourage students to explore the world around them.

AURORA: DO YOU CALL IT HOME?

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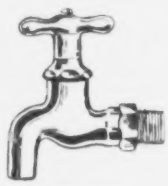
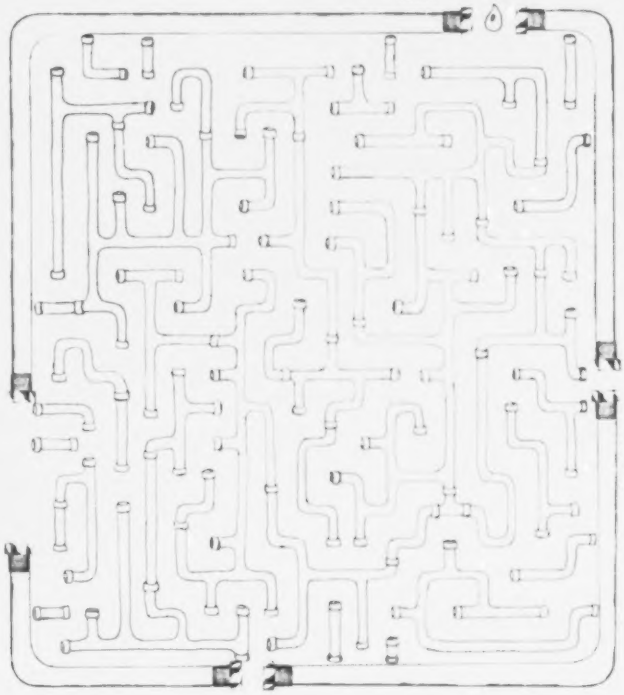
Funding: The paperback book was funded by the National Endowment for the Humanities and the Aurora Public Schools.

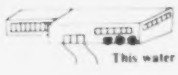
Contact: Aurora Public Schools, 1085 Peoria Street, Aurora, Colorado 80011.

IT'S AMAZING!

Aurora needs every drop of water it can get. So don't be a drip! Get this drop of water from the Homestake Reservoir to the Aurora Water Treatment Plant.







This water treatment plant is located on the highest point in Aurora.

80

Fast Facts

Location: Troy, Michigan

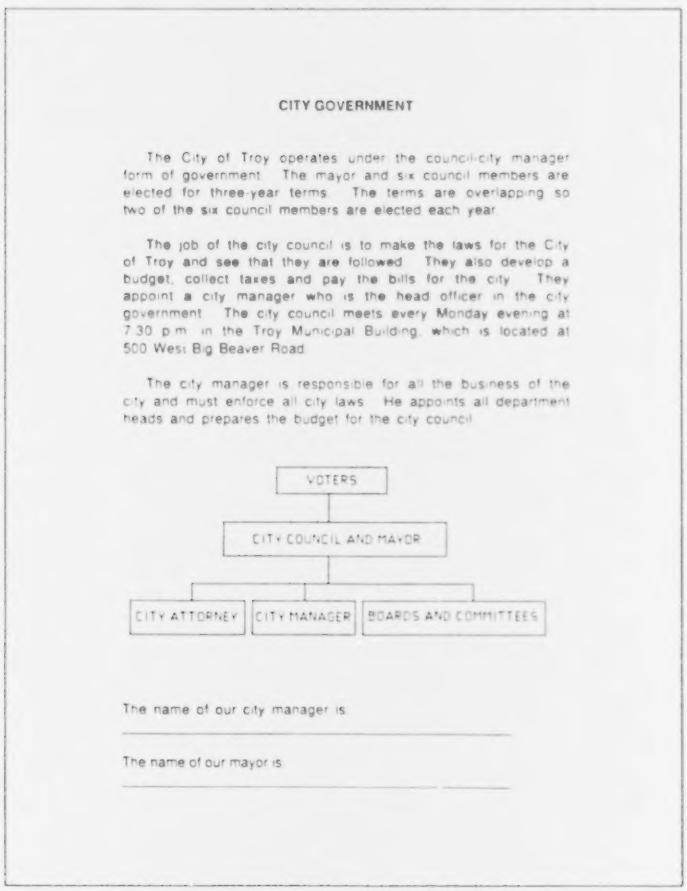
Name: *City of Troy*

Origin: Developed by the Troy School District; written by teachers: Judy Kahn, Jane Lamm, Evelyn Lindsey, and Colleen Melaragni. Introduced in the summer of 1987.

Audience: Third-grade social studies students.

Goal: The text is designed to be used as an introduction to Troy in the fall.

Materials: **Resource Book:** The four sections of the resource book—Geography, Business, Government and History—correspond to the text used in third grade. The unit requires students to learn about Troy's geography by locating Troy on maps of Michigan and the United States and by participating in a



CITY GOVERNMENT

The City of Troy operates under the council-city manager form of government. The mayor and six council members are elected for three-year terms. The terms are overlapping so two of the six council members are elected each year.

The job of the city council is to make the laws for the City of Troy and see that they are followed. They also develop a budget, collect taxes and pay the bills for the city. They appoint a city manager who is the head officer in the city government. The city council meets every Monday evening at 7:30 p.m. in the Troy Municipal Building, which is located at 500 West Big Beaver Road.

The city manager is responsible for all the business of the city and must enforce all city laws. He appoints all department heads and prepares the budget for the city council.

The name of our city manager is _____

The name of our mayor is _____

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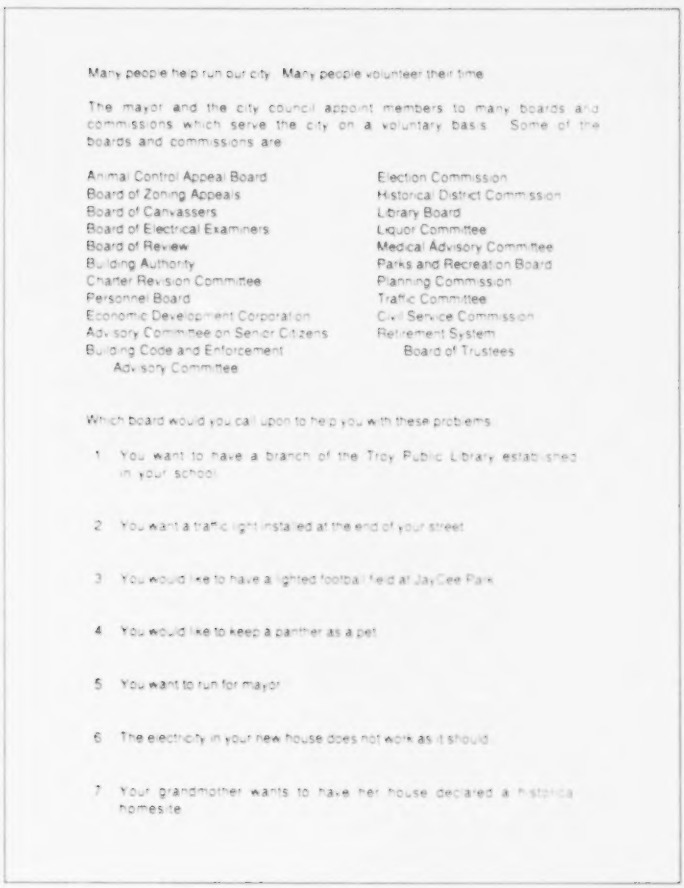
number of map-reading activities. Students learn about business by reviewing employment statistics and interpreting bar graphs. The government section includes worksheets, along with the organizational chart and lists of board and commission members. The city's history is set out in the longest unit, which includes vocabulary, important dates, study questions, activities, information about childrens' toys, games and songs, and the history of the names of public schools. This unit incorporates information applicable to several of the other units including questions regarding the first mayor and city manager and the sites of government buildings.

Student Unit: The unit designed for students consists of a pre-test, twelve pages on various aspects of Troy, and a two-page test.



Many people help run our city. Many people volunteer their time.

The mayor and the city council appoint members to many boards and commissions which serve the city on a voluntary basis. Some of the boards and commissions are:

Animal Control Appeal Board
Board of Zoning Appeals
Board of Canvassers
Board of Electrical Examiners
Board of Review
Building Authority
Charter Revision Committee
Personnel Board
Economic Development Corporation
Advisory Committee on Senior Citizens
Building Code and Enforcement Advisory Committee
Election Commission
Historical District Commission
Library Board
Liquor Committee
Medical Advisory Committee
Parks and Recreation Board
Planning Commission
Traffic Committee
Civil Service Commission
Retirement System Board of Trustees

Which board would you call upon to help you with these problems.

1. You want to have a branch of the Troy Public Library established in your school.
2. You want a traffic light installed at the end of your street.
3. You would like to have a lighted football field at JayCee Park.
4. You would like to keep a panther as a pet.
5. You want to run for mayor.
6. The electricity in your new house does not work as it should.
7. Your grandmother wants to have her house declared a historical homesite.

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Videos and Slides

The use of video has become increasingly popular in the classroom. Several communities have enlisted their local cable channels to help produce videos on local government. Others have adapted videos produced for other purposes for classroom use. The California League of Cities Municipal Video Project, for example, has successfully adapted its materials for high school students. Two videos on planning, which were designed to enhance the training of local government officials, have been incorporated into a five-day curriculum for a high school senior civics class in the Visalia Unified School District in California.

Catawba County, North Carolina, engaged a professional video production company to write and produce an eleven-minute video for use in the schools. The video begins with four teens watching television and, as they flip from channel to channel, some aspect of county government is made evident. One channel airs the game show, "What's My Line?" Here we find the county manager playing contestants one, two, and three, and the panel has to select the real county manager. On another channel a cop show is in progress. Sheriff's deputies are seen approaching an abandoned house suspected of being the center of a drug ring. Still another channel carries the 4-H club competition. Eventually, almost every segment of county government is covered in this entertaining and educational format.

A 25-minute video, produced by the Conejo Valley Unified School District (California) and Storer Cable Communications with funding by the Janss Foundation, features the council and staff of Thousand Oaks, California, and students from Conejo Valley School.

Because of the high cost of producing videos, you may prefer to develop a slide library. A slide presentation has the advantage of being easily altered to reflect changes in government personnel and in the community. Slides of still photos with an accompanying script can introduce students very effectively to the people who run their government and to the services provided by various departments. Other presentations, such as those of an intersection before and after the installation of a traffic light or photos of the community before zoning changes, show the impact that government has on neighborhoods.

Chapter Nine

Resources

Organizations Involved in Citizenship Education

Each of the following organizations has established programs that teach about citizenship. These organizations may be of interest to personnel involved in setting up programs, to teachers looking for curriculum materials, and to students who would like to explore government in more depth.

American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana 46204, (317) 635-6291.

The American Legion Auxiliary Girls State and Girls Nation programs afford young women who will be senior high school students the following fall an opportunity to receive citizenship training in a "learn by doing" environment. Girls State delegates are schooled in local, county, and state government through an intensive and effective academic seminar. Delegates set up their own mock city, county, and state governments.

Center for Civic Education, 5146 Douglas Fir Road, Calabasas, California 91302, (818) 340-9320.

The Center for Civic Education is engaged in the research, development, dissemination, and implementation of civic education programs for students of all ages. This organization's "Law in a Free Society Curriculum" includes teacher training and classroom materials designed for law-related classes.

Citizenship Education Clearing House, 5234 Wells Avenue, St. Louis, Missouri 63113, (314) 367-6613.

CECH sets as its goal: "Getting students involved in solving problems in their own communities." CECH was established to help teachers in the St. Louis area by providing civic activity descriptions, suggestions for lessons, resource materials, and project descriptions. The organization also contacts speakers, arranges field trips, and sponsors interdistrict forums for students and teachers. *Missouri State CECH-UP*, a manual for classroom use, contains information on state government, community resources, and the lobbying process.

Close Up Foundation, 1235 Jefferson Davis Hjghway, Arlington, Virginia 22202, (703) 892-5400 or (800) 336-5479.

The Close Up Foundation provides a variety of opportunities for high school students and others to learn more about their government. More than 26,000 students take part each year in the foundation's week-long seminars in Washington, D.C. Several other programs are also offered outside the nation's capital:

Close Up's Local Programs are designed to stimulate civic awareness and community involvement through locally based seminars and workshops. Close Up may be a source of funding for your program on local government.

The Citizen Bee is a national competition for high school students that enhances classroom study of American government, history, economics, geography, and current events. Regional Citizen Bee competitions take place in over 300 locations around the country in March, and are followed by state final events in April. Local government figures often are involved in judging, moderating, and speaking at these competitions.

The Civic Achievement Award Program confers certificates signed by the Speaker of the House of Representatives on students in grades five through eight who have completed a classroom-based program encouraging research, knowledge, and participation in local government.

Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, California 90005, (213) 487-5590.

In addition to publications for law-related education, the Constitutional Rights Foundation sponsors a number of activities designed to promote citizenship. CRF sponsors mock trial competitions, Law Day, California History Day, and Sports and the Law—an innovative approach that uses sports to teach about rules and the law. The Youth Community Service program helps low- and moderate-income youth at twenty-two Los Angeles Unified high schools develop leadership and community action skills.

Council for the Advancement of Citizenship, 1724 Massachusetts Avenue, N.W., Suite 300, Washington, D.C. 20036, (202) 857-0580.

The Council for the Advancement of Citizenship (CAC), founded in 1981 by Senator Jennings Randolph (ret.), is a non-profit, non-partisan consortium of national and regional organizations and individuals committed to promoting an informed, responsible, participatory citizenry and citizenship education. Among CAC's featured projects are: Civitas: A Framework for Civic Education, a model civic education curriculum framework developed jointly by CAC and the Center for Civic Education; Citizenship Education and Peace, designed to assist educators and civic leaders to include an international focus in their citizenship education programs; and the annual Jennings Randolph Forum for the Advancement of Citizenship, which addresses a critical national issue as it relates to citizenship education. Additional membership services of the Council include a subscription to CAC's newsletter, *Citizenship Education News*, monthly *Information Updates*, periodic publications and reports, collaborative activities with its members, and administration of civic education programs and workshops nationwide.

The Junior Statesmen Foundation, 650 Bair Island Road, Suite 201, Redwood City, California 94063, (213) 658-5246 or (800) 334-5353.

The Junior Statesmen Symposium offers high school students a behind-the-scenes look at politics and government in action. Programs in Los Angeles, San Fransisco, Sacramento, Seattle, and Boise bring students together to explore who runs city hall, regional politics, the quality of life in the area, how to get involved in political campaigns, and the role and impact of the media. The Junior Statesmen Foundation also sponsors summer programs on national politics and government at Stanford, Yale, and Georgetown Universities. During the school year, thousands of students participate in the Junior State of America, a student-run organization with chapters at hundreds of high schools.

League of Women Voters, 1730 M Street, N.W., Washington, D.C. 20036, (202) 429-1965.

The publications of the League of Women Voters include pamphlets on local government: "Know Your Community," a guide to help citizens look as the existing structure and functions of local government; "Know Your Schools," a guide to help citizens analyze the organization, operation, finance, and education program of their schools; and "Know Your County," an outline for making a complete survey of the structure and functions of county government. Local chapters often produce curriculum materials or other useful information on specific communities.

A Presidential Classroom for Young Americans, 441 North Lee Street, Alexandria, Virginia 22314-2346, (703) 683-5400 or (800) 441-6533.

Presidential Classroom offers civic education programs to outstanding high school juniors and seniors, educators and administrators. The Senior High School Program offers nine week-long sessions in Washington, D.C., to exemplary high school juniors and seniors. Held in cooperation with

the University of Virginia, the Federal Forum offers a week-long study of the government process to primary and secondary school teachers, college teachers, administrators, and graduate and undergraduate students.

In addition, Presidential Classroom offers Community Leadership Programs at various sites around the country. These one-day workshops are designed to provide an opportunity for students, teachers, and parents to meet with local leaders of government and business.

The Robert A. Taft Institute of Government, 420 Lexington Avenue, New York, New York 10170, (212) 682-1530.

The Taft Institute conducts more than thirty Taft Seminars for Teachers on college and university campuses across the nation. The goal of these seminars is to help educators acquire the necessary knowledge, commitment, and skills to teach the meaning, benefits, and responsibilities of citizenship in a free society.

Educators may also be interested in The Taft Practical Politics Series, a collection of resource materials for teachers. *Teaching the Excitement of Politics in America - Kindergarten Through Twelfth Grade* offers a wide range of curriculum suggestions.

Virginia YMCA, P.O. Box 10365, Lynchburg, Virginia 24506-0365, (804) 385-9117.

The Virginia YMCA is an educational organization providing leadership development activities to older high school teenagers. This is done through the sponsorship of Hi-Y service clubs and the operation of model government programs, such as the Model General Assembly, the Model Judiciary Program, and the Model Executive Government Conference. Similar programs are sponsored by state YMCAs in thirty-seven other states.

Books for Students

The texts included here have been written to teach students about local government.

Burns, James Macgregor, J.W. Peltason, and Thomas E. Cronin. *State and Local Politics: Government by the People. (Fourth Edition).* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1984.

This 250-page book is an excellent resource for teachers interested in studying local government in more depth. It includes information on American federalism and offers a look at the many people and issues involved in state and local governance. This book is available in many public libraries.

Eichner, James A. *The First Book of Local Government.* New York: Franklin Watts, Inc., 1976.

This book, written for grades four through eight, emphasizes state, county, and city government functions.

Jantzen, Steven, Carolyn Jackson and Norman Lunger. *State and Local Government.* New York: Scholastic Book Service, 1983.

This book, written for high school government classes, details the functions, problems, and justice system through narrative, vignettes and activities. A filmstrip series is also available.

Lefkowitz, Williams and Richard Uhlich. *Government at Work.* Hayward, California: Janus Books, 1982.

This book uses narrative and activities to describe local government for secondary school students with low-level skills.

Orr, Julian. *14 Case Studies in Local Government.* Portland, Maine: J. Weston Walch, 1983.

Written by Julian Orr, an ICMA member, this book uses case studies to explore the roles and responsibilities of various departments of local government. Each three-to-five anecdote includes plenty of dialogue;

government. Each three-to-five anecdote includes plenty of dialogue; follow-up questions encourage students to do additional research. This unique resource for teaching local government to secondary students is available from the Social Studies School Service, 10200 Jefferson Blvd., Culver City, CA 90232, (213) 839-2436.

Wallace, John, et al. *Urban Studies*, Englewood Cliffs: Prentice-Hall, 1981.
This book for secondary students provides field and laboratory studies on the problems and growth of urban areas.

Teachers' Guides and Lesson Plans

Arnold, George F. "Teaching Local Government Painlessly." *The Social Studies*, May/June 1985.
In this article, the author suggests analyzing county budgets to prompt students to ask questions about the function and operation of county government.

Beal, Gretchen. *Educational Materials in Planning for Use in Elementary and Secondary Schools.* Washington: American Planning Association, 1989.
This bibliography of teaching materials includes the topics of urban problems, architectural features and the history of cities, urbanization, neighborhoods, environmental issues, and cities of the future. There is an emphasis on interviewing local officials, exploring how a city functions, and identifying community resources. Copies of the report are available from the American Planning Association, 1313 E. 60th Street, Chicago, Illinois 60637, (312) 955-9100. For more information, contact Karen Finucan or Cynthia Clark at (202) 872-0611.

Celebrezze, Anthony J., Jr. *Practical Law in Ohio.* Columbus, Ohio.
This book for Ohio's teachers of law-related education gives includes units entitled "The Need for Law," "The Criminal Justice System," "The Justice System in Ohio," and "The Juvenile Justice System." Each unit includes background information, lesson plans, and student handouts. Information can be obtained from Attorney General Anthony J. Celebrezze, Jr., 30 E. Broad Street, 17th flr., Columbus, Ohio 43215, ATTN: Program Development, (614) 466-0025.

Chiodo, John J. "Teaching About Local Governments." *Social Education*, April 1984.
The National Council for the Social Studies published this eight-page resource for teachers as part of the "How To Do It Notebook Series." The guide gives a brief description of the "other governments," discusses methods of incorporating local government into the curriculum, suggests some program possibilities, and offers guidelines for teachers interested in involving students in an active study of local government. Copies can be obtained from NCSS, 1501 Newark Street, N.W., Washington, D.C. 20016.

Danzer, Gerald A. and Lawrence W. McBride. *People, Space and Time: The Chicago Neighborhood History Project.* University Press of America.
These curriculum materials developed by the Chicago Neighborhood History Project include over one hundred classroom handouts and dozens of lesson plans to introduce community studies to high school students. The History Project also offers *The Community Discovery Kit*, a twenty-page folio published by the Chicago Tribune Educational Services. Exercises, games, and activities teach students to explore their community.

Hepburn, Mary A. and Edwin L. Jackson. *Citizenship Education for Elementary Grades.* Athens: University of Georgia Institute of Government, 1985.
This book contains 48 lessons to teach basic components to of good citizenship to students in kindergarten through sixth grade. Copies are available from the Publications Program, Carl Vinson Institute of Government, University of Georgia, Terrell Hall Athens, Georgia, 30602.

Local Government: A Curriculum Guide. New Jersey: Institute for Political and Legal Education, 1975.

This teacher's guide focuses on the functions and problems inherent to local government.

Schug, Mark C. and R. Beery, Editors. *Community Study: Applications and Opportunities.* Washington: National Council for the Social Studies, 1984.

Each of the seven chapters in this book discusses how to use the community to study a different topic, including economics, citizenship, and values. The essays include both a theoretical framework and practical suggestions for using the community as a resource.

Simulations and Games

Feldt, Allan G. *Clug.* New York: Urbex Affiliates, Inc., 1972.

In this simulation for high school students, groups make decisions about how to build a city.

Reese, Jay, and John Wesley. *Council.* California: Interact, 1978.

In this simulation for grades five through eight, students solve problems at the community level.

Halfway House: Crisis in Civic Responsibility. Los Angeles: Constitutional Rights Foundation.

This simulation involves students in local politics, corrections theory, and zoning: residents, business leaders and city officials fight an ex-offender organization's attempt to establish a halfway house in a residential neighborhood. The activity is designed for a class of twenty to twenty-five secondary-school students and requires two or three class periods. Halfway House can be purchased from the Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, California 90005, (213) 487-5590.

Software

Our Town Meeting: A Lesson in Civic Responsibility. Cambridge, MA: Tom Snyder Productions.

Students grapple with community issues as they become involved in a town's budgeting and planning process. Three student-run agencies must research projects, prepare and make presentations, and create slogans. Participants carry out various civic projects, such as building a hospital or improving town highways. Students balance what is fiscally responsible with what is popular as they develop a keen community awareness. They compete for the town's limited budget dollars and collaborate to distribute those dollars most effectively. The teacher serves as mayor, arbitrating discussions and negotiations and ultimately dispersing funds. The program, which includes a teacher's guide, lesson plans, and reproducible worksheets, can be purchased from Tom Snyder Productions, 90 Sherman Street, Cambridge, Massachusetts 02140.

Sim City. San Rafael, CA: Broderbund Software, 1989.

Sim City offers teachers and students the opportunity to experience the many facets of operating a city. The user selects the appropriate difficulty level, and chooses whether to build a city from scratch or to take on the problems facing a preprogrammed city. Students build power plants and lines, roads and bridges, and zone for residential, commercial, and business areas. Revenue is based on whether they have been able to induce taxpayers to move there; students decide about how to spend revenue. As time passes, new problems are introduced. Because teachers can print out the city or stop the program, classroom discussions and activities can be built around the program. Teacher's edition includes a backup disk, teacher's guide, lesson plans, suggested activities, and reproducible worksheets.

Urbanization: The Growth of Cities (Decisions, Decisions series). Cambridge, MA: Tom Snyder Productions.

Students collectively assume the role of mayor in a small town and

must decide how to manage their town's growth. Students reference books provide examples from the history of urbanization in the United States to help students make informed decisions. Each program includes teacher's guide, lesson plans, reproducible worksheets, critical thinking booklet, and thirty student reference books. The series is recommended for grades five through twelve.

The Crime Question: Rights and Responsibilities Of Citizens. Los Angeles: Constitutional Rights Foundation.

Students assume the roles of judges, lawmakers, and administrators to solve the crime problem. One of the four units focuses on the role of local government as the staff helps mayor decide how to spend federal anti-crime funds. Available from the Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, California 90005, (213) 487-5590.

For Further Reading

Anderson, Lee, Lynn Jenkins, James Leming, Walter MacDonald, Ina Mullis, Mary Jane Turner, Judith Wooster. *The Civics Report Card.* Washington: The National Assessment of Educational Progress, Office of Educational Research and Improvement, U.S. Department of Education, March 1990.

Boyer, Ernest L. *High School: A Report on Secondary Education in America.* The Carnegie Foundation for the Advancement of Teaching. New York: Harper, 1983.

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Brown, Nancy C., "Student Citizenship Participation: Three Models," *The Social Studies,* January/February, 1985, 12-13.

Butts, R. Freeman. "Curriculum for the Educated Citizen," *Educational Leadership,* October, 1980, 6-8.

"Civic Intelligence: A Provocative Approach to Civic Education." *Social Education,* N/D, 1985, 670-88.

Council of Chief State School Officers Arts and Humanities Project. *Foundation of American Citizenship: New Directions for Education.* Washington: Council of Chief State School Officers, 1988.

Grant, Gerald. "The Character of Education and the Education of Character," *Kettering Review.* Fall, 1985, 22-30.

Hart Research Associates. *Democracy's Next Generation: A Study of Youth and Teachers.* Washington: People For the American Way, 1989.

Kowalski, Theodore. "The Second Coming of Community Education," *Education Digest* 52 (February 1987): 52-55.

Langton, Stuart. "Training and Education: A New Deal for Citizenship." *National Civic Review* 69:4 (April 1980): 75-86.

Lawrence, David. "Who Is Teaching Local Civics?" *The Municipality,* August 1985.

Mathews, David. "Civic Intelligence," *Social Education,* November/December 1985.

Miles, Lewis M., "Can Community Development and Community Education be Collaborative?" *Journal of the Community Development Society* 5:2 (Fall 1974): 90-97.

National Commission on Social Studies in the Schools. *Charting a Course: Social Studies for the 21st Century.* Washington: A joint project of the American Historical Association, Carnegie Foundation for the Advancement of Teaching,

National Council for the Social Studies, and Organization of American Historians, 1989.

NCSS Task Force on Early Childhood/Elementary Social Studies. "Social Studies for Early Childhood and Elementary School Children Preparing for the 21st Century." *Social Education*, January 1989.

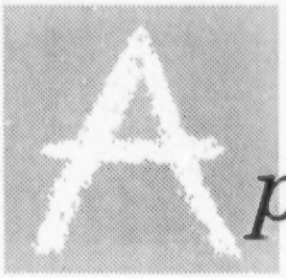
Newmann, Fred M. "Student Engagement in Social Studies and Citizenship." Paper prepared at the National Center on Effective Secondary Schools, School of Education, University of Wisconsin-Madison. Presented at the annual meeting of the National Council for the Social Studies, Orlando, Florida, November 20, 1988.

Reiche, Diana L. *Citizenship: Goal of Education.* Arlington, Virginia: American Association of School Administrators, 1987.

Remy, Richard C. *Handbook of Basic Citizenship Competencies.* Alexandria, Virginia: Association for Supervision and Curriculum Development, 1980.

Wood, George H. "Promoting Civic Education." *Education Digest,* April 1989.

Youth Service: A Guidebook for Developing and Operating Effective Programs. Washington: Independent Sector, 1988.



Appendix

Local Government Quiz

Reprinted, with permission, from the League of Women Voters of the U.S.

A. The Power to Govern

1. What is your local legislative body called?
2. How many members are there? How many can you name?
3. Do you elect them? Or are they appointed?
4. If they are elected, is it by districts? Or at large?
5. If elected, on partisan basis? Or nonpartisan?
6. If on partisan basis, how many members at present are Democrats? How many Republicans? Third party?
7. What is their term of office? Salary?
8. How often does this legislative body meet?

   Where? When?
9. If the meetings are open to the public, do you and your friends ever go to them?
10. How does the legislative body report to the public on its activities and decisions?
11. What does your local legislative body do?

    Adopt a budget? Pass local ordinances?

B. The Power to Administer

12. Do you have a single executive officer?

    What is his or her title?
13. Is the executive elected or appointed?
14. If he or she is elected, what is the current executive's party?
15. If the executive is appointed, who makes the appointment?
16. Does the executive initiate policy?
17. Does the executive have appointing power?
18. What are the executive's duties?
19. Is it a full-time job?
20. What is the salary?

C. Local Government Departments

1. What departments does your city government have?
2. Which departments are headed by elected officials?

   Which by appointed officials?
3. How many department heads can you name?
4. Can you name their parties?
5. Have you ever visited any of their offices?
6. Are there official advisory boards or commissions?

   To whom are they responsible?

   How are the members selected?
7. Is there a merit system in operation in your city government?
8. Is there a civil service commission? Who acts as personnel officer?
9. How are municipal salary scales set?

   How recently have they been revised?
10. Who is responsible for managing and maintaining municipal property?
11. Which officer is in charge of recording deeds and other public documents?
12. Does your local government issue an annual report? How is it distributed to the public?
13. In what other ways is the public kept informed of your local government's plans and policies?

    Are departmental hearings open to the public?
14. Are there special districts other than school districts set up within or partly within your municipality, e.g., special assessment districts, improvement districts?
15. Does the state exercise control over special districts?
16. Are there municipal services administered by officials of another local government unity, e.g., county, special district, township?
17. Are any city-county departments consolidated, such as city-county health departments?
18. Is your local government part of a metropolitan area association?

    Are there metropolitan citizens councils or advisory groups?
19. Has annexation of fringe or unincorporated areas been used to any extent by your local government?
20. How is annexation accomplished?

Council-Manager Quiz

Reprinted, by permission, from the Minnesota City Management Association, *Cities and City Management.*

Circle T if you think the entire statement is true, circle F if you think part or all of the statement is false.

1. T F The city council is the community's legislative (law-making) body which sets city policy, approves the budget, and sets the property tax rate.

2. T F The city manager (administrator) supervises the day-to-day operations of the city, prepares the annual budget, and acts as an advisor to the city council.

3. T F The mayor in council-manager cities acts as the chair of council meetings, is a leader in developing policies, represents the city at official functions, and is a liaison with other agencies.

4. T F City managers and city administrators perform similar work tasks, but there is a difference in their level of authority.

5. T F Most city managers are chosen based on their educational background, work experience, communication skills, and management abilities, rather than political connections.

6. T F The council-manager form of government is used only in cities with a population greater than 30,000.

7. T F Under the council-manager form, elected officials (city council) hold appointed officials accountable for the performance of city operations.

8. T F To adopt the council-manager form a community must add it either by charter or ordinance change or by following State enabling law. In most cases a vote of the people is required.

9. T F The main avenues for citizen participation in the cities with council-manager form is though election of the major and council members, and citizen advisory commissions.

10. T F All city managers (administrators) belonging to the ICMA are bound by its Code of Ethics from participation in the election of city council members and other political activities which would impair their performance.

Mock Simulation: "Airport"

Adapted, by permission, from Mary A. Hepburn, *County Government in Georgia*, Teacher's Manual (Athens: Institute of Government, University of Georgia, 1976), pp. 63-75.

The Case

Concord County is located about two-and-one-half hours driving time from Big City. Once a quiet farming area, the county has become, over the past ten years, a scene of vigorous residential and commercial development. During this period, its population has grown from 16,000 to 31,000. Many of these people moved to the county for employment with new manufacturing, warehousing, and trucking enterprises. Two shopping plazas have surpassed Vine City, the county seat, and Berryville as the centers of retail activity. Last year a state junior college opened, and there is talk of building a regional hospital.

Recently, several business leaders proposed that the county undertake the construction and operation of an airport. They stated that if Vine City were ever to become a regional business hub, it would have to have air service. Supporters of the proposal include some land developers who hope to build a resort/recreation complex on Lake Concord. They foresee sport enthusiasts flying in for golf tournaments and other events. County residents who regularly have to drive to Big City see the airport as a big improvement over their five-hour roundtrip.

The proposed site for the airport is just outside Vine City in the center of the county. It is convenient to Lake Concord, the interstate highway, and existing motel accommodations. Adjoining the flat level site is open farmland, but across the road are some new apartments. One-half mile away is the county high school and the recently built city/county recreation fields. In the immediate area is a small shopping center and some residential development.

Opposition to the airport arose almost as soon as the proposal was made public. Nearby residents fear low-flying planes. Air and noise pollution have been predicted. School officials are concerned that teaching will be interrupted. Some citizens object to being taxed to support an airport they might never use. These opponents have organized to stop the airport effort before it gets off the ground.

Before the county commissioners make a decision on the airport question, they wish to listen to the arguments of various concerned citizens. They have called a public hearing on the issue. Extensive newspaper publicity has insured a big turnout.

Directions

AIRPORT is designed for three class periods. It takes place in four stages.

1. Strategy Planning: The following groups should meet together to consider the problem in more depth and to plan strategies. Strategies should be planned according to assigned roles. This allows student role-players to discuss their viewpoints with the people who share their views, and permits everyone to become familiar with the issue and to get into character. Planning can also include gathering factual support for positions on the airport.

   <u>Pro-airport</u>

   Wagner • *Saunders • Calhoun • Ives • Strauss • Nielson • Jablonski

Con-airport

Todd • *Kyle • *Allen • Vittorio • Smiley • Weber • Mahler • Michaels • Verdi • Caldwel • Hines

Undecided

*Alden • *Goldmark • *Delius • Bartlett • Staley • Mann • Mann

2. Public Hearing: The county commission should be seated at the front of the room. The chairperson should be Mr. Alden. Following the statements presented by county residents, commissioners may wish to ask questions to clarify the projected effects of the airport on county residents. Everyone should be prepared to make a statement and ask or respond to questions.
3. County Commission Meeting: Following the hearing, the commissioners should meet and decide what action to take on the proposed airport. (Everyone else will want to listen to the discussion and final vote.)
4. Review: Allow at least fifteen minutes at the end of the third class period for evaluation and discussion of the simulation. How well were the roles projected at the public hearing? Did the role players ask good questions or make reasonable statements? Were all aspects of the problem aired sufficiently? How closely does this activity approximate the realities of controversies over local airports in many counties today? What dimensions of a real controversy are missing?

Roles

Mr. Wagner -- Land Developer, Mayor of Vine City
Age 38, married, five children in elementary and high school

You have been very successful in bringing commercial development to Concord County. Your prestige enabled you to be easily elected Mayor of Vine City two years ago. You are convinced that continued growth in Concord County is dependent upon additional transportation facilities. You have heavily invested in the planned sports/recreation complex and believe that it would "put Concord County on the map." Now you are actively lining up support for the airport proposal.

Sen. Todd -- State Legislator
Age 33, married, one son in elementary school

You have lived all your life in Concord County. You are a lawyer in a family law firm. You are known as a leader in environmental causes. Over the years you have been an outspoken opponent of what you felt was poorly planned commercial development around Vine City. You led a successful effort to close down a mill that was polluting Lake Concord. You hope to use your position as a State Senator to block any effort to build an airport in the county.

Mr. Alden -- Chairman, Board of County Commissioners
Age 56, married, no children, Chamber of Commerce member

You are now serving in your final year of a term as commission chairman. This is a full-time elected position for which you plan to run again. It is important for you to know the likes and dislikes of

the voters. You feel that if the county is to continue to progress, there will have to be more business and industrial development. You are the part-owner of a farm supply company in Berryville. As you and your wife also live in Berryville, you will not be personally affected by the proposed airport.

Mrs. Kyle -- County Commissioner
Age 61, widowed, four married daughters and six grandchildren, all living in Concord

You have lived all your life in Concord County. You own a large farm between Vine City and Berryville which is run by one of your sons-in-law. You ran for county commission two years ago because you were concerned about the changes occurring in the county. You have seen the local population explosion and feel that the county does not need any more people or industry. You believe that nothing is gained by turning good farmland into commercial property.

Mr. Goldmark -- County Commissioner
Age 34, married, one child, Junior Chamber of Commerce member

You moved to Concord County only five years ago to become manager of a manufacturing plant. You immediately became active in community affairs. You worked hard helping develop the city/county recreation department and continue to work in the recreation program. You favor putting tighter controls on land development in the county. You feel that Alden is a weak commission chairman and have recently announced that you are going to run against him in the upcoming election.

Dr. Delius -- County Commissioner
Age 38, unmarried, Concord County Republican Executive Committee member

You have been Concord County's only pediatrician since returning here four years ago. Your father, recently retired after twenty years a s tax commissioner, has told you that the airport will be a heavy burden on the county's financial resources. But your friends in the business community are counting on your support for the airport proposal.

Mrs. Allen -- County Commissioner
Age 37, married, two children in elementary school

You are an insurance salesperson who has done very well in recent years by concentrating in the area of property insurance. You are concerned about the effects that the airport would have on property values, especially since your company insures the apartment complex across the rod from the proposed site.

You own a $45,000 home near the site under consideration.

Mr. Vittorio -- Apartment Tenant
Age 35, married, one child in elementary school

You are an accountant for a local business firm and have lived in Concord County for five years. You represent a group of concerned residents from the apartment complex across the road from the proposed site. You and your neighbors are worried about the potential dangers that might exist from low-flying planes. You also feel the airport's construction would bring traffic congestion into the area.

Dr. Nielsen -- Physician
Age 38, married, three children in elementary school

You recently opened a practice in Vine City. Your home is just outside the city limits, about three miles from the proposed airport. It would be convenient for you to have the air service because you sometimes have to travel to medical facilities in Big City. You plan to go to the hearing and speak in support of the proposal.

Mrs. Saunders -- Realtor, Commissioner
Age 52, married, one daughter in junior college

You are a realtor whose financial success is more or less dependent upon the continuing growth of Concord County. You moved here ten years ago from Big City, having foreseen the suburban migration as a result of the crowding and congestion around the metro area.

You feel that the airport would have a positive effect on property values. You are a homeowner and feel that other homeowners should be happy to have an important transportation facility so conveniently located.

Mr. Smiley -- School Teacher
Age 23, unmarried, Little League Coach

You live in an apartment which faces the proposed site. You are concerned about air pollution and loud noise from the planes landing and taking off. However, you do feel that an airport would be good for the economic growth of Concord County.

You have already written a letter to the newspaper suggesting a site near Berryville as a location for the airport.

Miss Calhoun -- Attorney for Land-owners
Age 36, unmarried, holds pilot's license

You live in Big City and have been retained by the owners of the proposed airport site. You have studied the legal aspects of the case and have determined that there should be no legal obstacles to building the airport. In addition, as an expert in the field of private flying, you hope to convince people at the hearing that the small airport would be beneficial to the community.

Mr. Jablonski -- Service Station Owner
Age 56, married, three married sons and one daughter in college

Your station, at the interstate highway exit near the proposed airport site, is a good source of income. You believe that the airport would bring you additional business. However, one of your sons has just built a new home less than a mile form the site. He doesn't want planes flying low over his house.

Mrs. Michaels -- Home Owner
Age 62, widowed, no children

You are living in a subdivision located near the proposed site. You have spent the last two months trying to organize other home owners to fight against the airport plan. You are concerned that the airport will bring traffic congestion to the neighborhood as well as create air and noise pollution.

Mr. Verdi -- Home Owner
Age 38, married, two sons in high school, Little League coach

You are a newcomer to Concord County. You recently bought a

house on Vineland Road not far from the intersection with the interstate. You fear the airport would lower the value of your property. You have joined with Mrs. Michaels in organizing opposition to the airport.

Dr. Mann -- School Superintendent
Age 44, married, one daughter attending junior college, Rotary Club member

You were appointed as superintendent last year after having served as high school principal for five years. You and your wife are part-owners of a motel and restaurant located in Vine City.

You are concerned about planes flying low over the high school and about increased traffic on School Road. Several parents have asked you to speak out against the airport, but so far you have adopted a wait and see attitude.

Mrs. Mann -- Motel Manager
Age 43, married, one daughter attending junior college, League of Women Voters member

You are a civic leader in Vine City. You recently managed a very successful voter registration drive in Concord County. You divide your time managing the motel and engaging in various community service projects. You feel the airport is probably needed but hope that a site can be found further from the city limits.

Mr. Mahler -- Apartment Owner
Age 51, widowed, three children in college, Chamber of Commerce member

You live in and own the apartment complex across the road from the proposed airport site. You object to its location so near to your complex. You believe that your property will be devalued and that your apartments might be less desirable to potential tenants. Last year, you had attempted and failed to purchase some of the property in question. You had hoped to expand your complex across the road.

Mr. Ives -- Land Owner
Age 62, married, three married children living in Concord County

You and your business associate, Mr. Strauss, purchased the property in question fourteen years ago when the area was almost all undeveloped. Although people have inquired several times about buying the land for housing developments, you preferred to hold on to the land as its value continued to climb. Recently your were contacted regarding the property's availability for a proposed airport. You and Mr. Strauss have decided to sell if your price can be met.

Mr. Strauss -- Land Owner
Age 57, married, two married children, Concord County Board of Education member

You and your family have lived in Berryville for over thirty years. You formerly owned a real estate company and are now semi-retired. You have used your knowledge of real estate to help the county schools obtain the best land for the money whenever property was needed on which to construct new schools. Although you favor selling the property you own jointly with Mr. Ives, you are worried about the harmful effects the airport might have on the new high school whose construction you strongly advocated.

Mrs. Caldwell -- Mayor of Berryville
Age 45, married, two daughters in high school

You and your husband operate a hardware store in Berryville. Both of you are strongly opposed to the airport. You know that Berryville residents would have their taxes sharply increased if the county commissioners go ahead with the airport plan. Yet, few Berryville citizens would make a half hour drive to the airport to take the short flight to Big City. A few years ago you and your husband fought a losing battle against the closing of Berryville High School and the construction of the new county high school on the other side of Vine City.

Mrs. Staley -- Director of the City/County Recreation Department
Age 39, married, two children in high school, State Conservancy member

You have, developed over the last five years, the joint city/county recreation program into a model that has been publicized throughout the state. Although, as a sports enthusiast, you like the idea of a well-developed sports/recreation complex being constructed on Lake Concord, you are concerned about he possible environmental damage that might result. Also, you are annoyed that the businessmen who had asked your advice on the sports complex neglected to inform you that the proposed airport would border on the recreation department's playing fields and swimming pool.

Rev. Bartlett -- Minister
Age 41, married, six children, Concord County Board of Education member

You are concerned about the location of the airport adjacent to the site of your church. Several members of your congregation have pointed out that planes would be flying in and out during Sunday services. However, as a school board member, you are aware that the airport might stimulate the county's economy, thus bringing in needed school revenue. One of your daughters attends the high school and is organizing student opposition to the airport.

Miss Weber -- Campground Owner
Age 29, unmarried, Concord County Democratic Executive Committee member

You operate a campground on Lake Concord, two miles from the planned recreation/sports complex. You have recently invested heavily to expand your facilities to take advantage of the recreation vehicle traffic on the nearby interstate highway.

You are convinced that it would be a mistake for the county to run an airport. You have studied the proposal and have determined that in order to have an airport capable of handling regular commuter air service, the county would have to spend so much money that taxes would be greatly increased. You have decided to make this a political issue and plan to run in this year's election for a seat on the county commission.

Mr. Hines -- Professional Planner
Age 27, married, one son in elementary school, Junior Chamber of Commerce member

You work for the Area Planning and Development Commission (APDC) and have been helping to develop a land-use plan for Concord and five other surrounding counties. You recently moved to the area and have bought a home in Berryville. Your analysis of the situation has led you to conclude that Concord County alone could not support the kind of airport proposed. At the meeting, you plan to point out that federal government standards — including requirements for radar if there is to be regularly scheduled air service — could not be met with the relatively small amount of money being suggested by the airport's proponents. You hope to raise the possibility of Concord joining in a cooperative venture with neighboring counties to construct an airport to serve a wider area.

Budget Simulation For Elementary Students

Adapted from *Catawba County*, a third-grade curriculum. (See page 74 for description of this curriculum.)

ROLES:

5 Commissioners (Board of Commissioners)
1 County Manager
1 Budget Manager
4 Citizens concerned about recycling and want additional funding
2 Department of Social Services Director and Eldercare Director
2 Citizens want money for an arts program
4 Teachers who want funding for a special education project
2 People representing a citizens group requesting extension of library hours
2 Director of Protective Services and EMS Manager

*More members may be added to role groups, according to class size, except the roles of the Members of the Board of Commissioners, County Manager, and Budget Manager.

Use $1 bills for this exercise.

Remember that the Board of Commissioners may decide to allocate a small amount of money now (as a beginning) and fund the remaining money needed over the next few years. Such matters would be discussed with the County Manager and the Budget Manager.

Role Cards:

Recycling Citizens

You are here to ask the Board of Commissioners to set up more recycling bins around the County and also to fund a county-wide program to make more people aware of the importance of recycling and get them to participate.

Director of Social Services and Eldercare

Your goal is to try to get the Board of Commissioners to give money to expand the services that the County already has for old people. As the Department head and the program manager, you understand the need for more services.

Citizens for Arts

Even though Catawba County already has an outstanding Arts Center, you want to try to attract a nationwide art exhibit of paintings by Mickey Mouse to Catawba County. But the collection is so big, additional space would be needed for the exhibit, which means money will be needed to build more space.

Teachers

You are requesting money for a special education program that will teach elementary students about Catawba County Government.

Citizens for Library

You are representatives of a citizens group who wants the library to stay open longer. If library hours are extended, it will cost the County extra money to pay the librarians for their work and also the power bill for the lights. You are here to request the extra money.

Director of Protective Services and EMS Manager

You both believe the County is in need of a new EMS technician. You are here to make a request for money to pay for a new technician.

Each role card also defines for students what they are expected to do:

1. Together, decide which services are most needed, and write them down.
2. Think of 3 or 4 good reasons which would convince the Board of Commissioners of this need. Write them down so you can remember them during your presentation.
3. If you want to make a poster or chart to go with your request, make it now.
4. Decide who will talk when it is your turn to present your request to the Board of Commissioners. Maybe you would like to take turns, each explaining part of the request.

Budget Simulation For High School Students

Adapted from Student Government Days, City of Kingsport, Tennessee

M E M O R A N D U M

March 22, 1990

To: Board of Mayor and Alderman

From: City Manager

Subject: Fiscal Year 1990-1991 Budget

The budget will be very tight. Next year, it will cost the City $25,000,000 to deliver the services we currently provide. The Finance Department is projecting that we will receive $25,260,000 in taxes. That leaves only $260,000 to increase services.

Attached are several items you may wish to review before this afternoon's Board meeting:

(1) Increased Service Options. The department's are currently reviewing the attached "Increased Service Options". Each department will rcommend one option to you at this afternoon's meeting.

(2) Funds Needed To Maintain Levels of Service. This sheet outlines the funding, by department, to do all the things we did this year with no increases.

(3) General Tax Information. This page illustrates how much money can be collected by raising the property tax. Also, what effect raising taxes will have on the average taxpayer.

It appears that this year we will have to do one of three things:

- Not increase services (expenditures).
- Increase some services (expenditures) but cut others.
- Increase services (expenditures) and raise the property tax.

Best of luck with your deliberation!

You are against higher taxes and feel government should do more with the resources it has.

Review the information that has been given to the Board of Mayor and Alderman. Make up your own mind as to which Increased Service Options should be put in the budget. At the Board meeting, try to convince the Board to fund your projects.

GENERAL GOVERNMENT

Increased Service Options

Annual Report/Activity Calendar $18,000

The city of Johnson City currently sends to every household an annual report in the form of a calendar. The report informs people about their city government and also indicates important dates such as Board meeting, elections, etc. Johnson City officials say that the report is very well received and that it is used. Many Kingsport citizens have expressed an interest in receiving a similar publication from the Kingsport City government.

Televise Board of Mayor and Alderman Meetings $42,000

Two Board of Mayor and Alderman meetings have been shown on cable television. A survey was then conducted to determine how many people viewed the meetings. Not surprisingly, the number of people who watched the meetings was very small. For that reason, funds to televise the Board meetings on a permanent basis were not included in last year's budget.

There are some people, however, who feel that government should do everything possible to make itself more accessible to the public. It is argued that, only by reaching out to citizens, will we ever include more people in the democratic process.

Computer Operator I.....$20,500

Weekend duty is not essential for the Data Processing Department in order to perform backups for the Public Safety (Police and Fire) System. This function is currently being performed by rotating programmers and analysts. This operational burden on the professional staff will be removed with the addition of this position. Additionally, the Computer Operator will serve as a second operator during peak business hours.

POLICE DEPARTMENT

Increased Service Options

11 Police Cruisers $170,000

The City has a police cruiser "take-home" program. Under this program, police officers are assigned use of a particular vehicle. The officers are allowed to take their vehicle home with them. The only restrictions are that the vehicles cannot be utilized for personal use and that they must be parked in a conspicuous place.

There are several benefits of the program. Officers tend to take better care of vehicles that "belong" to them. Police vehicles parked in residential neighborhoods serve as a detterent to crime. Because less miles are accumulated on vehicles — they last longer.

The addition of 11 police cruisers would continue the implementation of this very important program.

Portable Spectrum Analyzer Test Equipment $7,000

A spectrum analyzer is a an electrical tool used to test telephone and data lines. The new Justice Center contains some very vital and sophisticated communications equipment. A spectrum analyzer is necessary if we are to keep our communications equipment operating properly at all times.

Mounted Horse Patrol $16,400

Bays Mountain Park, the city's greenbelts, parks, and housing projects are difficult to patrol with conventional methods. Horses would provide a unique tool for such difficult and remote patrol requirements.

FIRE DEPARTMENT

Increased Service Options

Staffing for Lynn Gardens Fire Station $194,176

The fire station to serve the northern area of the city, including Lynn Garden, is under construction and scheduled for completion 9-15-90. When completed, six additional personnel will provide adequate station staffing and will provide a high level of fire protection to the northern area of Kingsport.

Colonial Heights Fire Station (construction cost) $571,500

This will provide for the construction of a fire station in the south side area of Kingsport. This station will provide fire service to Colonial Heights, Hemlock Park, Miller Park, I-81/Airport interchange and any other areas that may be annexed in the future. It is important that this station be constructed so that a high level of fire service can be provided and a Class 3 insurance rating be obtained for this area.

Pumper/Tele-Squrt for Colonial Heights $277,000

This will provide fire suppression equipment that will serve the south side area of Kingsport. It will be necessary to order this equipment as soon as possible due to a 12-14 month delivery of fire apparatus. This equipment is necessary in order to provide a high level of fire protection to the south side areas and to receive a Class 3 insurance rating.

Personnel for Colonial Heights Fire Station $84,750

This is to provide thirteen fire service personnel to staff the Colonial Heights Fire Station. This will provide staffing of four firefighters per shift. This level of staffing is a minimun due to distance of response from supporting fire department units and the fact that this level of staffing will be reduced due to sick, vacation and other official time away from duty. This will provide funding so that personnel can be hired and trained in advance of the station completion. This fund is for the last four months of FY90-91.

DEVELOPMENT SERVICES

Increased Service Options

Building Inspector and Vehicle $31,000

The recent annexations of West View and Oak Hill areas have greatly increased the number of structures which must be inspected by the Building Department. The addition of another Building Inspector, car and vehicle operating expenses is essential if the city is to insure that new structures are build correctly and that existing structures are safe.

Office Assistant II, Computer (Transportation Department)...$25,000

The recent annexations of West View and Oak Hill areas have greatly increased the number of traffic signs, street markings, street lights, etc. that must be installed and maintained. To maintain an adequate inventory of this and other pertinent data, an Office Assistant II with Computer is needed. Complete and current records are essential in lowering city liability in the event of accidents. The primary responsibility of the Office Assistant will be inventory data entry and retrieval.

Street Lighting for I-181/John B. Dennis/S. Wilcox Drive Interchange $180,000

The interchange is very dark at nigh with no commercial development around to shed any light on the roadway. The configuration of the roadway and the on and off ramps do not show up sufficiently in advance in the vehicle head lights to afford the driver a comfortable time to make necessary lane changes. To improve the operational safety of this interchange a system of high-mast lighting is needed.

COMMUNITY SERVICES

Increased Service Options

Garbage Truck, Equipment Operator & Utility Worker $115,000

Due to annexation, we can no longer adequately serve all of our residential garbage customers with existing equipment and personnel. An additional side-loading garbage truck and two employees are needed to properly serve all the homes in Kingsport.

Leak Detection Equipment & Truck.....$71,000

During the past several years, The Community Services Water Maintenance Division has tried several detection systems with few positive results. We are still losing approximately 35% of our water due to leaky pipes.

If we continue to lose water at the current rate, we will be forced to expand the Water Treatment Plant at a cost of approximately $2 million.

A company demonstrated for us a state-of-the-art computerized leak detection unit. The unit performed remarkably well.

Use of this equipment will reduce water loss by 50% in one year and save the city $156,000.

Utility Worker.....$15,000

As the city grows, so increases the acres of city right-of-way (city property along the street) that must be mowed. Additionally, all of the trees must be pruned and watered when necessary. It is essential that the Property Maintenance Department have an additional Utility Worker if we are to keep City property looking presentable.

LEISURE SERVICES

Increased Service Options

Food for Captive Animals $2,500

Our experience has shown that River Otter are more complex in their dietary requirements than we initially anticipated. We have been feeding the otter prepackaged zoo mixtures but have found that they need some fresh fish in their diet as well.

We are purchasing waterfowl specimens for exhibit in the Waterfowl/Wading Bird Aviary. A well balanced specific diet (including fresh fish) will be necessary for their lasting well being.

Two Part-Time Educational Interpreters.....$25,000

Bays Mountain Park is in need of two part-time Educational Interpreters (Naturalists). This need is caused by many factors. One of the Naturalists was promoted to department director and is no longer available to teach. There has been increased attendance at programs causing a need for more classes. The number of tour groups requesting programs has increased. And the increased number of animal habitats has put more burdens on the Naturalists.

Arts Enrichment Program $100,000

Each year since 1985, the Board of Mayor and Alderman have appropriated $100,000 for the Arts Enrichment Program. This program sponsors a wide variety of arts programs throughout Kingsport. We believe that the Arts Enrichment Program is having a positive impact on the quality of life in Kingsport by providing a variety of arts opportunities for our citiizens. These funds are also encouraging local organizations to expand their arts programming skills.

FUNDS NEEDED TO MAINTAIN LEVELS OF SERVICE

General Government		$ 2,702,347
Board of Mayor and Alderman	$ 48,485	
Judicial	$ 19,206	
City Attorney	$ 209,840	
City Manager	$ 211,435	
Special Programs	$ 311,654	
Finance	$ 454,426	
Purchasing	$ 98,263	
Data Processing	$ 975,679	
Personnel	$ 292,542	
Word Processing	$ 80,817	
Police		$ 3,661,295
Fire		$ 2,538,036
Leisure Services		$ 1,899,763
Parks and Recreation	$ 720,245	
Allandale	$ 89,378	
Senior Citizens	$ 135,801	
Bays Mountain Park	$ 516,850	
Library	$ 437,489	
Development Services	$ 1,824,473	
Engineering	$ 404,772	
Building	$ 147,994	
Planning	$ 244,560	
Traffic Planning	$ 983,597	
Metro Planning	$ 43,550	
Community Services		$ 3,934,790
Administration	$ 110,119	
Property Maintenance	$ 1,368,023	
Public Works Administration	$ 134,525	
Street Maintenance	$ 745,035	
Street Cleaning	$ 238,838	
Garbage Collection	$ 585,668	
Refuse Disposal	$ 399,189	
Trash Collection	$ 353,393	
Capital Outlet		$ 216,626
Miscellaneous		$ 2,869,299
School Transfer		$ 5,353,371
Total		**$ 25,000,000**

GENERAL TAX INFORMATION

* The current Kingsport property tax rate is $2.00 for each $100 of property value.
* Raising the property tax rate $.01 will increase City revenue by $55,000.

BEST COPY AVAILABLE

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